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ABSTRACT

A two-year project was conducted to develop, implement, and evaluate a model demonstration career education program in a large urban setting (Detroit Public Schools). Major activities involved in the first year (phase I) included the following: (1) selecting fourteen target schools to be served; (2) determining the needs and specific career education training requirements for all students, teachers, administrators, counselors, and community members who would be involved in the infusion of career education in the schools; (3) developing a training program for those participants who must implement the school program in the second project year (phase II) (activities included workshops for teachers, administrators, counselors, and community members; a series of community/business training sessions; and a series of sessions for parents and students to be served in the target schools); (4) creating and selecting materials for immediate implementation in the schools during phase II; (5) creating active support on the part of the community, business, industry, labor, and other agencies; and (6) establishing a school-wide information system. The thrust of the second project year (phase II) was to implement all aspects of the program developed in phase I. (This final report is divided into two sections. Section I provides an overview and summary of the entire project, and section II contains eleven subsections, each detailing a project task outlined in section I.) (JH)

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ED167776

FINAL PROJECT REPORT

CAREER EDUCATION IN A LARGE URBAN SETTING
1976-1978

Conducted by

The Detroit Public Schools School System
Detroit, Michigan

CE 020 149

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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Funded by

United States Office of Education
Office of Career Education
Washington, D.C.

PROJECT SUMMARY

Project Purpose

The intended main purpose of this two year project was to develop, implement, and evaluate a model demonstration Career Education program in a large urban setting. Accomplishment of these general goals dictated two specific thursts: first, that processes, procedures, activities, and resources be created and evaluated in both a formative and summative manner, and second, that many aspects of the model so developed would be generalizable to similar circumstances in other large urban settings.

Format

The project working format was divided into two major phases--development and implementation. Development was generally accomplished during Phase I conducted between 8/28/76 - 8/28/77. Implementation in the project schools (Phase II) was accomplished between 8/29/77 - 8/29/78. The process and product evaluation component was conducted throughout both Phase I and Phase II.

The thrust of the first project year (Phase I) was: (1) to select fourteen target schools to be served, (2) determine the needs and specific Career Education training requirements for all participants, (3) develop a training program for those participants who must implement the school programs in the second project year (Phase II), (4) create and select materials for immediate implementation in the schools during Phase II, (5) create active support on the part of the community, business, industry, labor, and other agencies, and (6) establish a school-wide information and action system. In short, all of the efforts of Phase I were designed to produce a functional program appropriate for knowledgeable installation at the beginning of the school year in Phase II.

The thrust of the second project year (Phase II) was to implement all aspects of the program developed in Phase I. This implementation was to begin concurrent with the school year and was intended to bring all program aspects to bear on the students within the jurisdiction of the project target schools.

In order to effectively implement the program, Phase II also contained processes which allowed for continued development and modification of resources, procedures, and activities as required. This continual development was intended to provide flexibility and avoid stagnation.

Evaluation

A continual evaluation of both processes and products was conducted throughout the project. As such, each procedure was considered at least weekly and often on a daily basis to determine its process viability for both the short and long term. Depending on the input, procedures were often immediately modified to increase their effect and compatibility. Additionally, each product which was to result from the use of a procedure was evaluated as to achievement of its intended effect by the most appropriate indicators available.

FINAL REPORT FORMAT

To achieve maximum clarity, this report is divided into two major sections as follows:

Section I provides an overview and summary discussion of the entire project. In this section each project task related to development, implementation, and evaluation is briefly described and references are made to detailed materials contained in Section II.

Section II is divided into several subsections, each containing a detailed reference of a project task described in Section I.

Using this format, the reader can grasp the project process and results by reading the discussion in Section I, and can obtain detailed information by turning to the appropriate reference in Section II.

TABLE OF CONTENTS

Page

PROJECT SUMMARY ii

REPORT FORMAT v

SECTION I

PHASE I

- Overview. . . . .
- Discussion. . . . .
    - Project Stages. . . . .
    - Project Stage Detail. . . . .
- Training Efforts. . . . .
    - Two Week Intensified Workshop . . . .
    - Mini Workshops. . . . .
    - Training Sessions for Business/Community. . .
    - Training Sessions for Parents . . . .
- Evaluation. . . . .

PHASE II

- Overview. . . . .
- Product Objectives. . . . .
- Process Objectives. . . . .
- Phase II Activities . . . .
    - Business/Community Resource Activities. . . .
    - Resource Center Activities. . . . .
    - Student Activities. . . . .
    - Inservice Training. . . . .
- Evaluation. . . . .

FINAL COMMENT . . . .

SECTION II

Subsection

A Career Education Project Operational Plan . . . A

Career Education Workshop Structure and Format. . B

Career Education Workshop Evaluation. C

Subsection

School Plan Process and Procedures. . . . . D

The Infusion Process. . . . . E

Infused Lesson Examples . . . . F

Evaluation of the Phase I Project Effort. . . . . G

Career Evaluation Inservice Training Workshops Structure and Format. . . . . H

Detail of Activities. I

Commentary on Activities. . . . . J

Evaluation of Phase II Project Effort . . . . . . K

SECTION I

PHASE I

Overview

The first project year effort was primarily concerned with developing the program which would be implemented in Phase II. The plan for this development was conceived to meet USOE contract requirements and involved several major steps:

first, the target schools were to be selected

second, a needs assessment for all program participants was conducted

third, the training requirements derived from the needs assessment were determined

fourth, a training program designed to meet the requirements was developed and implemented for all teachers, administrators, counselors, and community members to be involved in the Phase II implementation

fifth, the training program was administered in a two week intensified workshop during the Summer preceding Phase II implementation

sixth, both process and product evaluations of the total procedure were conducted throughout

Although this plan for program development was the primary effort of Phase I, there were additional and concurrent efforts performed throughout the year as a result of process analysis..

It was soon realized that liaison and orientation of teachers, business, labor, industry, and community must be started early and intensified as the year proceeded. In order to insure success in Phase II, the resources and support of these groups must be solidified and ready to begin. As a result a concurrent liaison an orientation effort was implemented in the form of (1) mini workshops for teachers, (2) orientation sessions for business and industry, and (3) orientation sessions for parents and other community members.

Discussion

Project Stages

Each step and aspect of the plan for program development is detailed below. The plan was divided into five stages which were to form the structure for all requirements of the developmental process. These stages can be best illustrated in the following function chart (see Fig. 1). In order to determine schedule involved for accomplishment, a general time-function chart was conceived and is illustrated in Fig. 2. For additional detail, the reader should now refer to Section II, Subsection A. This subsection contains an extensive detail of each project task and subtask related to each of the developmental stages. It is explicit in terms of specifically what was accomplished, the sequence, personnel, resources, and procedures involved and the specifics of process or product evaluation associated with the task.

Fig. 1

GENERAL PROGRAM STAGES

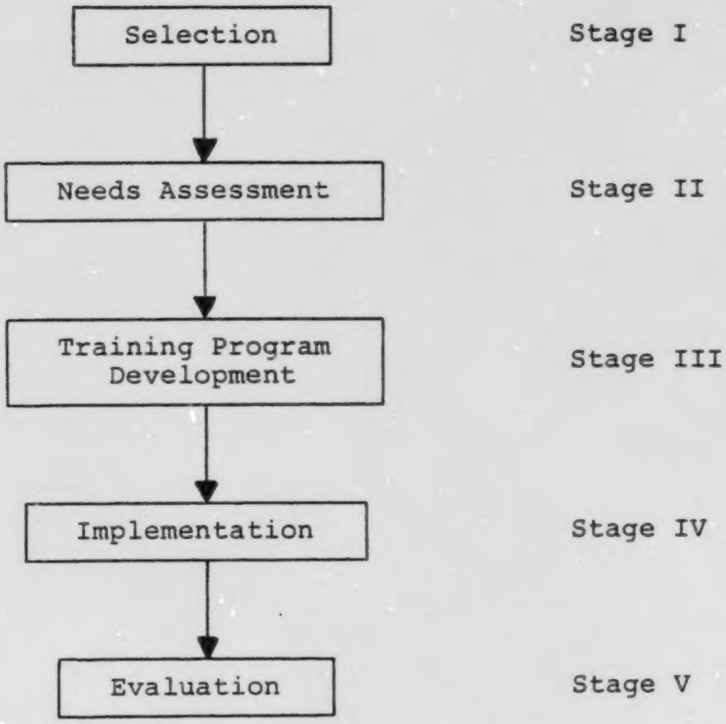
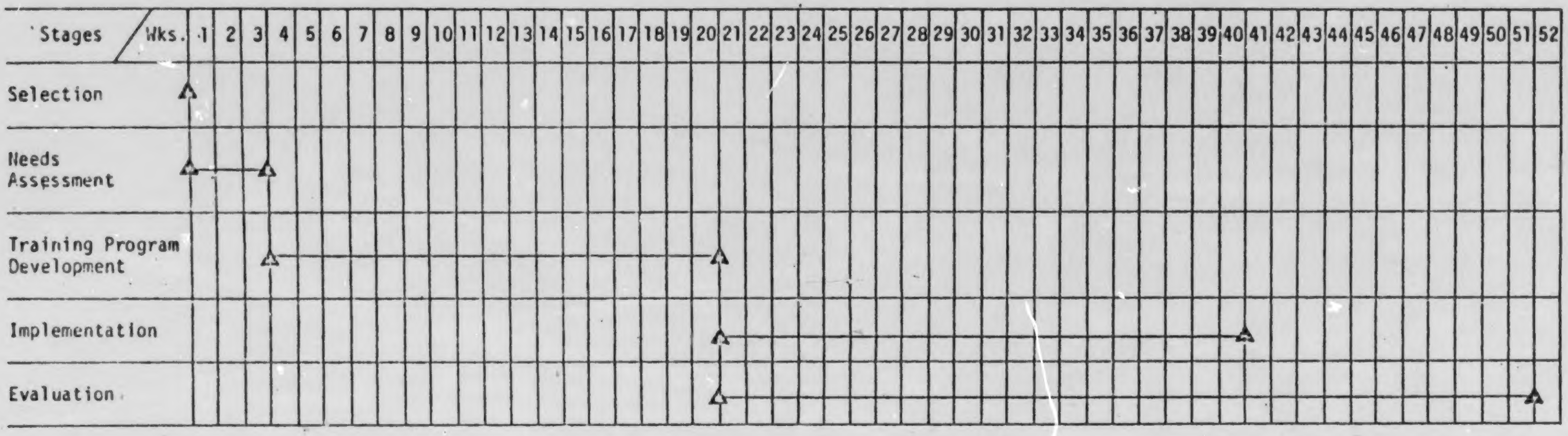

Selection
Stage I
Needs Assessment
Stage II
Training Program Development
Stage III
Implementation
Stage IV
Evaluation
Stage V

Fig. 2.

OVERALL PROGRAM SCHEDULE

PHASE I



Project Stage Detail

For additional clarity, each of the stages listed in Fig. 1 are also detailed in Fig. 3. This plan flow illustrates graphically the overall five stage process in greater detail, and each of the tasks illustrated directly relates to the information contained in Section II, Subsection A.

Training Efforts

As a result of operationalizing the program development plan outlined above and detailed in Subsection A, four types of training sessions were developed and implemented. These training efforts included (1) a two week intensified Career Education workshop for teachers, administrators, counselors, and community members, (2) a series of mini workshops for teachers, (3) a series of community/business training sessions, (4) a series of sessions for parents of students to be served in the target schools. A discussion of each follows.

Two Week Intensified Workshop

During the summer immediately proceding the beginning of the Phase II school year, a two week Career Education Workship was conducted for all teachers, administrators, counselors, and community members associated with the project. This workshop was created to directly reflect the training requirements indicated by the needs assessment conducted during Stage II. At this point, the reader should refer to Section II, Subsection B for a complete detailed description of the workshop. This description includes a discussion of workshop goals, objectives, schedule, and detail for each session. The detail for each session includes (1) time frame, (2) topic, general outcomes, (3) specific outcomes, (4) instructional tactics, methods, activities, and resources, and (5) evaluation particulars.

Following reference to Subsection B, the reader should also refer to Subsections C and D. Subsection C contains a description of school plan development procedure employed during the workshop. Subsection D contains a description of the procedure used by the workshop participants to develop infused lessons in which students would be involved during Phase II.

Mini Workshops

During the last two months of the 1976-77 school year, a series of three dinner workshops were held in order to begin the in-service process for Phase II (Implementation) of the Urban Career Education Project. Teachers, administrators, counselors and parents were invited to hear speakers from other large urban areas discuss ideas and strategies which they had found successful. The initial workshop focused on a general overview of the career education thrust. Following this overview, in the second workshop, the presenter provided information on adult education and alternative education and the relationship to career education. Finally, the impact of sex and race stereotyping on the aspirations and expectations of students was discussed with the participants.

The success of these workshops was overwhelming, as indicated in the evaluation reports of these activities. Also, a significant percentage of this original group availed themselves to the 50-60 hours of training provided during the summer. Further, those participants who were unable to participate during the summer had received at least a basic understanding of Career Education.

Training Sessions for Business/Community

Early in 1977, contacts were made with a number of business, labor, industry, professional and government groups. Many individuals were contacted through the Greater Detroit Chamber of Commerce, New Detroit, Incorporated, the Booker T. Washington Businessmens Association, United Auto Workers and similar groups. These representatives completed surveys which were used as a part of the Needs Assessment.

Further, General Motors Corporation, Business Education Alliance and New Detroit, Incorporated sponsored training sessions for the Career Education Project which provided opportunities to meet with groups of 30-50 individuals in order to discuss ways in which the business community could assist with the career education effort. Meetings were held early in the day as this seemed to facilitate maximum participation. Generally, the session lasted no longer than 1½ hours (e.g., 8:30-10:00 a.m. breakfast meeting).

From this activity, a large number of resource persons were identified who were willing to assist or participate in Project activities.

Training Sessions for Parents

The Chrysler Learning Institute of Chrysler Corporation developed a parent training model in 1976 which was used by several schools in the Detroit Public Schools. Contracting the Chrysler Learning Institute as the training group, the Project identified 20 key parents from participating schools who were interested in and willing to participate in the parent training program. Four three-hour workshops were held in which parents discussed parenting skills such as "active listening," "conflict resolution" and "assisting in the educational process", as well as the career development of the parents. From this model, the staff then developed its own parent training workshops which continued through the second year.

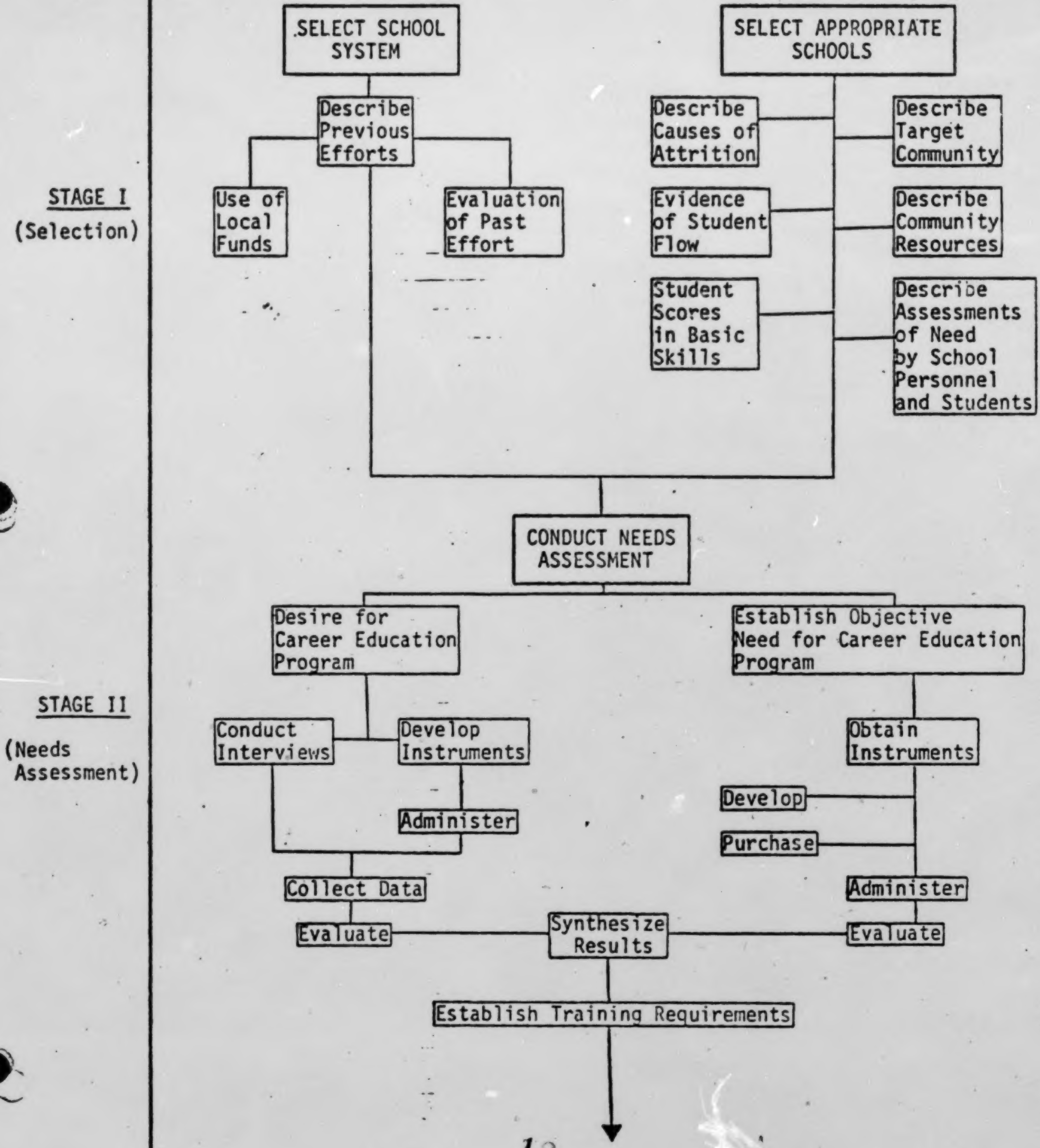
Many parents also participated in the initial in-service training program as well as the in-service training program for staff throughout the school year.

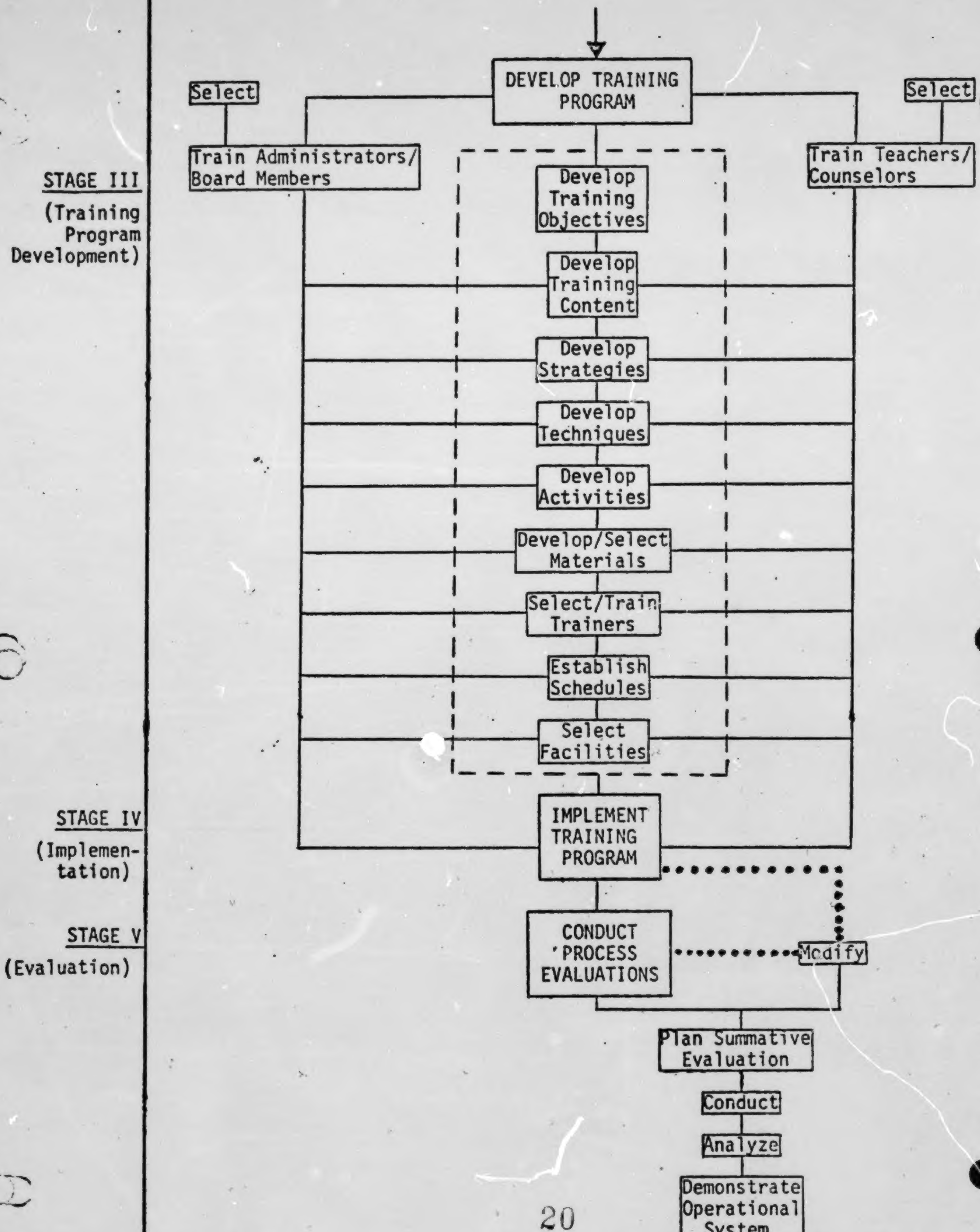
Approximately 100 parents were provided an opportunity to learn more about Career Education.

Fig. 3

OVERALL PLAN FOR DEMONSTRATION PROJECT

PHASE I


STAGE I
(Selection)
SELECT SCHOOL SYSTEM
Describe Previous Efforts
Use of Local Funds
Evaluation of Past Effort
SELECT APPROPRIATE SCHOOLS
Describe Causes of Attrition
Evidence of Student Flow
Student Scores in Basic Skills
Describe Target Community
Describe Community Resources
Describe Assessments of Need by School Personnel and Students
STAGE II
(Needs Assessment)
CONDUCT NEEDS ASSESSMENT
Desire for Career Education Program
Conduct Interviews
Develop Instruments
Administer
Collect Data
Evaluate
Establish Objective Need for Career Education Program
Obtain Instruments
Develop
Purchase
Administer
Evaluate
Synthesize Results
Establish Training Requirements


STAGE III
(Training Program Development)
DEVELOP TRAINING PROGRAM
Select
Train Administrators/ Board Members
Select
Train Teachers/ Counselors
Develop Training Objectives
Develop Training Content
Develop Strategies
Develop Techniques
Develop Activities
Develop/Select Materials
Select/Train Trainers
Establish Schedules
Select Facilities
STAGE IV
(Implementation)
IMPLEMENT TRAINING PROGRAM
STAGE V
(Evaluation)
CONDUCT PROCESS EVALUATIONS
Modify
Plan Summative Evaluation
Conduct
Analyze
Demonstrate Operational System

Evaluation

As noted earlier in this report, evaluation of both processes and products was a continuous effort throughout the project. Due to the fact that each task to be accomplished was procedurally detailed in terms of both processes and products, the evaluative task was made more visible and routine. This fact can be seen in the operational plan presented in Section II, Subsection A, and the Career Education Workshop detail presented in Subsection B. In both instances process was evaluated in terms of its workability, i.e., its effect on personnel, availability of resources or facilities, or any other element which might affect attainment of the desired product. This evaluation was made during meetings on a weekly and, in some cases, a daily basis.

Product evaluation was also made routine due to the fact that the expected products were previously identified for each task and subtask. Achievement or non-achievement could be quickly determined and modifications in process could be effected quickly. For this reason, product achievement never became a concern in this project.

For detail and specifics regarding Phase I evaluation, the reader is refered to Section II, Subsections C and G. Subsection C contains an evaluation report specifically related to the Career Education Workshop. Subsection G contains a lengthy evaluation document on the total Phase I effort. This document also contains background information related to

Detroit Public School Efforts in Career Education and the needs assessment associated with this project.

PHASE II

Overview

As stated earlier, the basic thrust of the second project year (Phase II) effort was to implement a program of Career Education into fourteen target schools selected for the project. These schools included eight elementary, four middle, and two high schools constituting a contained feeder system.

During Phase I a needs assessment (summarized in Subsection G) was conducted to determine the needs of the students in the target school and the needs (in terms of knowledge and procedures) of the teachers, administrators, counselors, and community members who would be involved in the infusion of Career Education in the schools. As a result of this assessment, training requirements were identified for both the instructional staff and the students. As a result, training efforts were conducted during Phase I to (1) remedy Career Education knowledge, instructional, and resource deficiencies on the part of the staff, and (2) make the staff aware of student needs as determined by the needs assessment.

As indicated in the Phase I evaluation, the instructional staff attained an acceptable increase in knowledge, technique, and available resources. Additionally, community, business, labor, and industry support had been obtained and systematized.

Based on program status at the end of Phase I and the knowledge of student needs, the following process and product objectives were developed for the Phase II effort.

Product Objectives

The following list of objectives is based on predetermined student needs and became a major part on the final project evaluation. (See Fig. 4)

Process Objectives

Based on areas of predetermined need for project effort, and consistent with USOE category bi-monthly reporting requirements, the following process objectives were devised and related to reporting categories referred to as "Deliverables." Performance criteria and project responsibility are noted. (See Fig. 5)

Fig. 4

STUDENT OBJECTIVES

S1: Students will demonstrate ability to recognize similarities and differences between his/her physical, intellectual and emotional characteristics and those of others.

S2: Students will have established personal goals related to their self development.

S3: Students will demonstrate an understanding of individual and group aspects of behavior.

S4: Students will demonstrate the ability to initiate and maintain interpersonal relationships.

S5: Students will be able to recognize the variety of types and sources of education and training within the community and outside the community.

S6: Students will have demonstrated the acquisition of information about different occupations.

S7: Students will demonstrate the ability to identify factors that influence decision making relative to specific career goals.

S8: Students will identify and evaluate career options in terms of a self assessment.

S9: Students will be able to identify family, occupations and citizen options in terms of self assessment.

S10: Students will have participated in career planning.

S11: Students will identify information and skills necessary to gain further education or training toward achieving career goals.

S12: Students will identify resources necessary in the implementation of career goals.

S13: Students will identify the factors which will influence the attainment of career goals.

S14: Students will identify those factors which will cause the student to change career goals.

S15: Students will know the major concepts of the career education model.

25

Fig. 5

PROCESS OBJECTIVES

Category	Objective	Criteria	Responsibility
Curriculum Infusion	A. Activities will be devised which will support the attainment of the 15 career development project objectives	Two per week	Classroom Teacher
	B. Appropriate resources will be obtained or created to support the activities devised	One source per week	Classroom Teacher
	C. Activities devised to support the 15 career development project objectives will be implemented	Two per week	Classroom Teacher
Career Counseling/ Placement/Follow-up	A. Provide career counseling and guidance	Two per week	Guidance Counselors
	B. Provide career placement	Two per week	Guidance Counselors
	C. Provide follow-up services	Two per month	Guidance Counselors
Community Involvement	A. Requirements or needs for business and community involvement will be identified	Two per week	Business Coordinator
	B. Appropriate business and community resources to meet the determined needs will be identified and availability will be noted	At least two such resources will be identified and their availability noted each week	Business Coordinator

Category	Objective	Criteria	Responsibility
Community Involvement (continued)	C. -Liaison with identified business and community resources will be established. This liaison will be a working ongoing process	At least two instances of liaison will be established each week	Business Coordinator
	-Procedures for maintaining liaison will be established and their operational success verified	Procedures established Level of success verified	Business Coordinator
	D. -Appropriate identified business and community resources will be coordinated with classroom activities	Procedures for coordination will be established and their operational success verified	Business Coordinator and Classroom Teacher
	-Ongoing liaison with community and instructional staff about the status of business involvement will be established. This liaison will be a working ongoing process	At least two instances of liaison will be established each week	Business Coordinator
	-Procedures for maintaining this liaison will be established and their operational success verified	Procedures established Level of success verified	Business Coordinator
Deprivation Needs	A. Deprivation needs will be identified, categorized, and prioritized by school and grade level	Two per week	Community Coordinator
	B. Tentative solutions will be developed and deprivation needs identified, and final solutions will be identified and implemented	Two per week	Community Coordinator

Category	Objective	Criteria	Responsibility
Parent Training and Involvement	A. Parent needs which relate to achievement of career development objectives will be determined	Two per week	Community Coordinator
	B. Training mechanisms will be developed to accommodate each need	Mechanisms developed	Community Coordinator
Staff Training	A. Assist teachers in developing and refining C.E. Infused Lesson Plans	As needs arise or scheduled	Wayne State University
	B. Provide instruction in activities for the content or discipline	As needs arise or scheduled	Wayne State University
	C. Provide instruction in facilitation for administrators	As needs arise or scheduled	Wayne State University
	D. Provide instruction in the area of teacher attitude and expectations, its effect on student achievement, and procedures for modification	As needs arise or scheduled	Wayne State University
Involvement of Principals	A. Provide instruction to principal regarding the establishment of effective relationships between principals, counselors, teachers, and effective procedures for facilitating programs--particularly C.E. programs	Instruction provided	Project Director
	B. Provide instruction to principals regarding the nature of Career Education	Instruction provided	Project Director

Category	Objective	Criteria	Responsibility
Reduction of Race and Sex Stereotype	A. Materials dealing with careers and reduction of race and sex stereotyping will be located	Materials located	Project Director
	B. Materials will be made available to administrators, counselors, and teachers dealing with use of materials and techniques/activities to reduce race and sex stereotyping	Materials made	Project Director

Activities

In order to deal effectively with the student objectives and also fulfill the USOE reporting requirements, four major categories of activities were developed and subordinated with sub-activities. The four activity categories are as follows:

1. Business/Community Resource Activities
2. Resource Center Activities
3. Student Activities
4. Inservice Activities

On the following several pages each of these major categories and the related subcategories is presented. Preceeding the discussion of each major category is a brief overview of the nature of the activities contained therein as well as a statement of the student performance objectives which apply to the given set of activities within the category.

After reviewing each of the following category descriptions, the reader should turn to Section II, Subsection I for a detailed presentation of the activities themselves. Specifically, each of the category activities is described in terms of the nature of the activity, who is to perform it, when, what products will result, and the resources used to accomplish it. Following a review of Subsection I, the reader should turn to Subsection J. This subsection contains commentary on the first three categories by the staff involved.

Business/Community Resource Activities

Overview:

This set of activities contains the following subcategories:

a) Role Models and Site Visitations
    1) Identifying Resources
    2) Procedure for Use of Resources

b) Work Experience Exploration

c) Parent Training Activities

The general nature of the activities reflects an emphasis on self-awareness and career awareness followed by activities that relate to career exploration.

Generally, students will be exposed to persons and occupations within their specific and the more general community in order to gain a realistic (and possibly broader) understanding of the ways in which education interfaces with the world of work.

At the same time, the persons involved will provide resources to attempt to solve some of the special needs of inner-city youth. Finally, it should be noted that the aspirations of the participating students cannot help but be positively affected by these career guidance activities.

Objectives:

The activities presented in this section will aid in the attainment of the following student performance objectives stated above.

#1, 2, 3, 5, 6, 7, 8, and 10-14.

35

Resource Center Activities

Overview:

This set of activities contains the following subcategories:

a) Identify Career Education Materials

b) Develop a Cataloging Process

c) Publicize Resource Center

d) Develop a Resource Center Catalog

e) Maintain an Efficient Procedure for Use of Media

The set of activities in this section will allow for students and teachers to receive information and materials related to occupations, educational requirements for these occupations, suggestions for role models, speakers and site visitations, as well as classroom materials for student and teacher use.

The center will be housed in one of the project schools and the facility will be available to all project staff and students. Teachers will be brought to the center according to their subject area and will be instructed in the best use of the facility according to their needs. Further, the facility will be shown to administrative and counseling staff and community members again to encourage maximum utilization of its resources.

Efforts are described which will allow for the project staff (i.e., teachers, counselors, administrators, parents, etc.) to utilize the center through the internal mail-system of the schools thus once again emphasizing the easy availability of the resources to all interested persons.

Objectives:

The activities presented in this section will aid in the attainment of the following performance objectives stated in Section IV-A:

#5, 6, 9, and 10-14.

Student Activities

Overview:

This set of activities contains the following subcategories:

a) Role Playing (K-5 and 6-12)

b) Student Newsletter

c) Student Speakers Bureau

Heavy use is made in these activities of simulation techniques to advance the concepts of self-awareness and career awareness. Problem solving techniques are taught by requiring students to think and plan for logical outcomes to problems inherent in the activities themselves.

Many of the activities serve as evaluative tools for other activities in that they require students to perform based upon input received from sources such as speakers, site-visitations, and the resource center. The student's performance is necessarily related to the quality of the input received from the above sources and thus by observing the student activities, project staff will be able to redefine and revise those input sources which are deemed to be either inefficient or lacking in quality.

One of the important by-products of the performance of these activities is the heightened awareness of interpersonal relationships and the important role that they play in the attainment of goals selected by the group.

Objectives:

The activities presented in this section will aid in the attainment of the following performance objectives stated in Section IV-A:

#1, 4, and 10-14.

37

Inservice Training

Overview:

A program of inservice training and development was conducted for twenty-five percent of the target school staff involved in the ten day summer workshop conducted in Phase I. This inservice program was conducted throughout the second project year with its heaviest concentration during the first half.

The purpose of the training was to insure the success of the demonstration program through constant reinforcement, greater depth-understanding-application, and the continued development of infused lesson plans across grades and disciplines.

This program is described in detail in Section II, Subsection H. The reader should now refer to that subsection for complete description.

Evaluation

As indicated earlier, both process and product evaluation was conducted during Phase II. The process evaluations were performed on a continuous basis throughout the year and related directly to the 25 process objectives described above. These evaluations were made in the context of bi-monthly reports during the year and are summarized in Section II, Subsection K of this report.

The 15 student product objectives listed above were essentially the product objectives for the entire project. They were derived from the needs assessment, were pre-tested during Phase I, and post-tested during Phase II.

The reader should now turn to Subsection K for a detailed Phase II and project evaluation summary.

FINAL COMMENT

Viewed in its totality, this two year demonstration project was a tremendous undertaking which benefitted the Detroit community and should serve as a model for many other urban areas. By its very nature, the project resulted in the formulation of methods, procedures, and activities which are directly transferable to other locations. Many of these elements are described in this report to the extent feasible. However, many details and project adjustments which are ongoing cannot be adequately described except by visitations to the project site.

Any agency wishing to develop and implement such a Career Education program should visit and spend some time at the Detroit Public Schools. Not only would such visitors be able to acquire established procedures which are functional, they would also be impressed with the tremendous amount of enthusiasm generated in the schools, community, business, labor, etc.--enthusiasm among people who did not previously know the meaning of Career Education. This aura of enthusiasm is most particularly notable among students. It is now becoming a matter of pride among the student population that they can now identify career options and can see themselves having an opportunity to attain some measure of success in life. This attitudinal phenomenon occurring among hundreds of students and teachers justifies all of the effort.

40

SUBSECTION A

A CAREER EDUCATION PROJECT
OPERATIONAL PLAN

Prepared under sub-contract with the
Detroit Public Schools School System for
U.S. Office of Education Contract Number 300760411.

WAYNE STATE UNIVERSITY

October 1976

FOREWORD

The general operational plan presented in detail on the following pages describes the ongoing operating structure of the Detroit Public Schools Career Education Project. This is a functional level plan which (1) identifies each project Stage, (2) subordinates each Stage into Tasks, (3) subordinates each Task into Subtasks, and (4) subordinates (where appropriate) each Subtask into Sub-Sub Tasks. Referencing the most detailed level obtained in this task breakdown, the plan then specifies (1) personnel involved, (2) resources required, (3) procedure to be followed, and (4) evaluation. The approximate dates for each effort are presented in the attached Work Flow Chart.

STAGE	1.0	SELECTION
TASK	1.1	Select School System
SUB-TASK	1.1.1	Describe previous efforts of the Detroit Schools in the area of Career Education in a K-12 setting
SUB SUB-TASK		

PERSONNEL	RESOURCES	PROCEDURE	EVALUATION
Proposal Coordinator Career Education Consultant Evaluation Consultant Curriculum Consultant Editor Typist	A. M.D.E. Materials 1. Goals and Performance Indicators 2. Curriculum Guide 3. Resource Materials B. Documentation of previous D.P.S. efforts and development in Career Education--especially related to the M.D.E. Model	Review M.D.E. materials Review all D.P.S. materials in Career Education and special projects	Document detailing previous effort of D.P.S.

STAGE		
TASK	1.1	
SUB-TASK	1.1.2	Describe past and current use of local funds in the area of Career Education or related projects
SUB SUB-TASK		

PERSONNEL	RESOURCES	PROCEDURE	EVALUATION
Proposal Coordinator Career Education Consultant Evaluation Consultant Curriculum Consultant Editor Typist	D.P.S. Data-- Central Regional Local CEPD #41	Review materials Interview personnel in appropriate area of D.P.S. Interview personnel in CEPD #41	Document listing and annotating past and current use of funds

STAGE		
TASK	1.1	
SUB-TASK	1.1.3	Describe evaluation of past efforts in planning and implementation of Career Education in a K-12 setting
SUB SUB-TASK		

PERSONNEL	RESOURCES	PROCEDURE	EVALUATION
Proposal Coordinator Career Education Consultant Evaluation Consultant Curriculum Consultant Editor Typist	D.P.S. Data-- Central Regional Local CEPD #41	Review materials Interview personnel in appropriate area of D.P.S. Interview personnel in CEPD #41	Document describing evaluation of previous efforts

STAGE		
TASK	1.2	Select Target Schools
SUB-TASK	1.2.1	Examine welfare roles, dropout rates, concentration of low-income population, basic achievement scores in reading & mathematics, concentration of minorities, & unemployment rates in each of the 11 Title I High Schools areas in Det.
SUB SUB-TASK		

PERSONNEL	RESOURCES	PROCEDURE	EVALUATION
Project Director Assistant Project Director	Existing data in D.P.S. data banks Existing data in Regional data banks	Examine data for all schools using criteria in 1.2.1 Rank schools on the basis of the data revealed	A list of selected schools--two high schools or feeder middle schools, and eight feeder elementary schools

STAGE		
TASK	1.2	
SUB-TASK	1.2.2	Confirm school commitment and cooperation
SUB SUB-TASK		

PERSONNEL	RESOURCES	PROCEDURE	EVALUATION
Project Director Assistant Project Director School Principals Region Superintendents Region Administration Assistant Superintendent for Curriculum	School selection data	Meet with identified region superintendents and all school principals Obtain verbal commitment from personnel involved and establish additional meetings	Commitment obtained from each school Schedule formed for information meetings to provide full awareness and tasks

STAGE	2.0	NEEDS ASSESSMENT
TASK	2.1	Determine desire for Career Education program from teachers, students, community, business, labor, industry
SUB-TASK	2.1.1	Identify appropriate persons, agencies, groups in each category in 2.1
SUB SUB-TASK		

PERSONNEL	RESOURCES	PROCEDURE	EVALUATION
Project Director & Assistant Consultants for Curriculum and Evaluation Regional Administration School Principals School Staff Parent Representatives CEPD Representatives Related Project Personnel Business/Labor/Industry Contacts	Central, regional and local contacts Related project contacts Business/Industry/Community contacts	Contact and interview all appropriate resource persons and agencies Identify most appropriate agencies and persons to provide input	A list of agencies and persons is formed for both personal and mail interview

STAGE

TASK 2.1

SUB-TASK 2.1.2 Identify and develop data collection devices based on knowledge of Career Education goals and performance indicators

SUB SUB-TASK 2.1.2.1 Develop questionnaires for individual/group interviews and mail survey

PERSONNEL	RESOURCES	PROCEDURE	EVALUATION
Project Director Assistant Project Director for Curriculum & Evaluation Curriculum Consultant Evaluation Consultant	Listing of established Career Education needs goals and performance indicators M.D.E. data collection devices Previous instruments used at regional and local levels	Relative to Career Education needs goals and performance indicators: Review available materials for questionnaire use Develop new items and instrumentation as required	Questionnaire(s) developed for both individual/group interviews and mail survey

STAGE		
TASK	2.1	
SUB-TASK	2.1.3	Arrange administrative logistics
SUB SUB-TASK		

PERSONNEL	RESOURCES	PROCEDURE	EVALUATION
Project Director Assistant Project Director for Curriculum & Evaluation Curriculum Consultant Evaluation Consultant Regional and local administration	Teaching schedules Availability of appropriate groups Facilities Telephone Mail	Make arrangements in detail as to process, time and persons involved in administration of questionnaire(s) to each person or group	A written step-by-step process should identify all specifics for administration A chart indicating interviewer, interviewee(s), time, place, method, etc. should be developed

STAGE		
TASK	2.1	
SUB-TASK	2.1.4	Administer questionnaires to identified groups
SUB SUB-TASK		

PERSONNEL	RESOURCES	PROCEDURE	EVALUATION
Project Director Assistant Project Director for Curriculum & Evaluation Curriculum Consultant Evaluation Consultant	Regional and local personnel Facilities Telephone Mail	Following administration procedures as suggested in texts such as *Research Methods in Social Relations*, Jahoda	Procedure is to be followed in accord with a written checklist which also notes deviations

STAGE		
TASK	2.1	
SUB-TASK	2.1.5	Analyze data obtained from questionnaires
SUB SUB-TASK	2.1.5.1	Quantify and order data

PERSONNEL	RESOURCES	PROCEDURE	EVALUATION
Project Director Assistant Project Director for Curriculum & Evaluation Curriculum Consultant Evaluation Consultant	Knowledge of questionnaire procedures as specified in Jahoda, op. cit.	Develop a system for quantifying and ordering data obtained This ordering system should be devised in terms of quantification of responses to each questionnaire item, and additional input not on the questionnaires	Each item or other responses quantified and ordered

STAGE		
TASK	2.1	
SUB-TASK	2.1.6	Relate prioritized desires and other expressed needs to competency based needs determined from Task 3.1 (when Task 3.1 completed)
SUB SUB-TASK		

PERSONNEL	RESOURCES	PROCEDURE	EVALUATION
	Prioritized desires Competency based needs	Develop matrix to effect comparison and establish relationships	Comparison effected and overlap or gaps noted Modifications or adjustments made as required

STAGE		
TASK	2.2	Determine a Competency Based Need for a Career Education Program in the Selected K-12 Schools
SUB-TASK	2.2.1	Identify an appropriate sample of administrators, teachers, counselors, para-professionals, and students
SUB SUB-TASK		

PERSONNEL	RESOURCES	PROCEDURE	EVALUATION
Project Director Assistant Project Director for Curriculum & Evaluation Regional and local school administrators, teachers, guidance personnel Curriculum Consultant Evaluation Consultant	Regional and local contacts	Obtain suggestions from administrators, teachers, guidance personnel, and students as to most appropriate and most interested persons Prioritize listing Select personnel on the basis of listing	The formation of a formal list of administrators, teachers, guidance personnel, para-professionals, and students

STAGE		
TASK	2.2	
SUB-TASK	2.2.2	Determine needs to be assessed as based on the State of Michigan and D.P.S. Career Education goals and objectives developed between 1973-1976 for each grade level and discipline. (Referenced to and consistent with results of previously administered "desire" questionnaires--Task 2.1)
SUB SUB-TASK		

PERSONNEL	RESOURCES	PROCEDURE	EVALUATION
Project Director Assistant Project Director Curriculum Consultant Evaluation Consultant	A. M.D.E. goals and performance indicators B. D.P.S. goals and performance indicators related to State Model C. Career Education Desires Questionnaire Analysis (Task 2.1)	Examine and identify performance oriented Career Education goals and objectives across all grade levels and disciplines. This identification should be consistant with previous efforts of both M.D.E. and D.P.S.	A list of appropriate goals and objectives for each grade level and discipline

STAGE		
TASK	2.2	
SUB-TASK	2.2.3	Select available instruments designed to assess competencies relative to the identified goals and objectives--with questions appropriate for each group
SUB SUB-TASK	2.2.3.1 2.2.3.2 2.2.3.3	Survey available instruments Evaluate available instruments Select and/or exerpt appropriate items from available instruments

PERSONNEL	RESOURCES	PROCEDURE	EVALUATION
Project Director Assistant Project Director for Evaluation Evaluation Consultant	Commercial firms such as McGraw-Hill, SRA, ETS, etc. State of Michigan M.D.E. D.P.S. career guidance and evaluation services	Contact each firm and agency Obtain all available instruments Review each instrument relative to criterion goals and objectives Select items or item clusters from each instrument as appropriate	Formation of a list of all available and appropriate test items directly related to the identified goals and performance indicators

STAGE		
TASK	2.2	
SUB-TASK	2.2.4	Develop instruments with items measuring those goals and objectives not measured in the available instruments
SUB SUB-TASK	2.2.4.1	Perform content validation through cross check with criterion goals and objectives

PERSONNEL	RESOURCES	PROCEDURE	EVALUATION
Project Director Assistant Project Director for Evaluation Evaluation Consultant Career Consultant	M.D.E.-D.P.S. goals and performance indicators Knowledge of test items development	Examine each goal and objective to determine if gaps still exist over grade level and discipline Develop new items to measure competencies in areas not otherwise covered by commercial instruments	Instruments and items developed and content validated

72

73

STAGE		
TASK	2.2	
SUB-TASK	2.2.5	Arrange administrative logistics
SUB SUB-TASK		

PERSONNEL	RESOURCES	PROCEDURE	EVALUATION
Projector Director Assistant Project Director for Curriculum and Evaluation Curriculum Consultant Evaluation Consultant Test Administrators	School Administrators Teachers, Counselors	Meet with resource persons to explain requirements and arrange appropriate times and facilities	A total administration procedure formulated and published for all appropriate parties involved in taking or administrating the tests

STAGE		
TASK	2.2	
SUB-TASK	2.2.6	Administer tests
SUB SUB-TASK		

PERSONNEL	RESOURCES	PROCEDURE	EVALUATION
Project Director Assistant Project Director for Curriculum and Evaluation Test Administrators	Tests to determine competencies Appropriate school personnel Testees Facilities	Use standardized testing procedures insofare as the situation permits Identify any discrepancies which would detract from or spuriously affect test results	Tests administered and all discrepancies noted by test administrators

STAGE		
TASK	2.2	
SUB-TASK	2.2.7	Analyze data from tests
SUB SUB-TASK	2.2.7.1	Tabulate, and order test data

PERSONNEL	RESOURCES	PROCEDURE	EVALUATION
Project Director Assistant Project Director for Curriculum and Evaluation Evaluation Consultant Curriculum Consultant	Test data Predetermined performance level expectations	Quantify test data for each grade level and discipline Quantify data across grade levels and discipline Compare quantified data with performance expectations on goals and objectives	Data (scores) compared to expected performance on tests

STAGE		
TASK	2.3	Synthesize prioritized desires and prioritized discrepancies from results of Tasks 2.1 and 2.2
SUB-TASK	2.3.1	Formulate two way matrix for purposes of comparison and integration
SUB SUB-TASK		

PERSONNEL	RESOURCES	PROCEDURE	EVALUATION
Project Director Assistant Project Director for Curriculum and Evaluation Evaluation Consultant Curriculum Consultant	Quantified and ordered data from Tasks 2.1 and 2.2	Develop a comparison chart to relate actual competencies with expressed desires and/or needs	Results of two types of data compared and final combined product developed in the form of a list of needs

80

81

STAGE		
TASK	2.4	Establish prioritized training requirements for Phases I and II based on results of 2.1 and 2.2
SUB-TASK		
SUB SUB-TASK		

PERSONNEL	RESOURCES	PROCEDURE	EVALUATION
Project Director Assistant Project Director for Curriculum and Evaluation Curriculum Consultant Evaluation Consultant	Results of Task 2.3	Restate the final integrated and prioritized list of needs developed in Task 2.3 into statements of requirements for training	Ordered list of training requirements for both Phase I and Phase II is formed --for all persons to be trained, and --for each grade level and discipline

STAGE	3.0	TRAINING PROGRAM DEVELOPMENT
TASK	3.1	Select Trainers
SUB-TASK		
SUB SUB-TASK		

PERSONNEL	RESOURCES	PROCEDURE	EVALUATION
Project Director Assistant Project Director for Curriculum and Evaluation Evaluation Consultant Curriculum Consultant	Regional and local administrators Data indicating experiences in Career Education and training Data indicating desire and enthusiasm	Determine from data personnel who have had required experience Determine from identified persons desire and interest Obtain additional input from appropriate administrators Select trainers	Trainers selected

STAGE		
TASK	3.2	Select personnel to be trained
SUB-TASK	3.2.1	Select personnel on the basis of competency based results, desire, and spread across disciplines
SUB SUB-TASK	3.2.1.1	Establish general schedule and logistics for implementation stage

PERSONNEL	RESOURCES	PROCEDURE	EVALUATION
Project Director Assistant Project Director for Curriculum and Evaluation Evaluation Consultant Curriculum Consultant	Data derived from tests administered	Based on the 25% limitation for each group (administrators, teachers, guidance, paraprofessionals), those personnel who are most promising, desireous, and who are sufficiently spread across disciplines are selected	A list of persons representing each group is formed and published General logistics established and published

STAGE		
TASK	3.3	Develop prioritized training objectives for Phase I
SUB-TASK	3.3.1	Establish training objectives from training requirements derived from the needs assessment in Task 2.0
SUB SUB-TASK		

PERSONNEL	RESOURCES	PROCEDURE	EVALUATION
Project Director Assistant Project Director for Curriculum and Evaluation Evaluation Consultant Curriculum Consultant Resource Consultant Trainers	Data obtained from testing in Task 2.0 Training requirements derived from data obtained in Task 2.0	Restate each training requirement in the form of performance objectives containing conditions, behavior, and criteria for success	A formulated list of performance objectives which relate directly to each of the prioritized training requirements

STAGE		
TASK	3.4	Develop performance tests for each objective
SUB-TASK	3.4.1	Relate tests to criteria of structure and feasibility
SUB SUB-TASK		

PERSONNEL	RESOURCES	PROCEDURE	EVALUATION
Project Director Assistant Project Director for Curriculum and Evaluation Evaluation Consultant Curriculum Consultant Resource Consultant Trainers	Prioritized performance objectives	Develop tests for each objective which relate directly to the conditions, behavior, and criteria Cross check the tests developed with the level and sophistication of the teachers (simulated administration)	A test or tests developed for each objective Each test is stated or presented in its final form

90

91

STAGE		
TASK	3.5	Develop and sequence content for each objective
SUB-TASK	3.5.1	Develop content for each objective
SUB SUB-TASK		

PERSONNEL	RESOURCES	PROCEDURE	EVALUATION
Project Director Assistant Project Director for Curriculum and Evaluation Curriculum Consultant Evaluation Consultant Resource Consultant Trainers	Training objectives previously developed Community, business, labor, related project capabilities and/or desires	Relate all identifiable content logically to each specific objective NOTE: Normally, a specifically stated objective will closely dictate required or probable content	A description of content involved for each objective. These should be detailed statements and should take into account the conditions, behaviors, and standards for each objective

STAGE		
TASK	3.5	
SUB-TASK	3.5.2	Sequence content according to logical progression so that each segment becomes enabling to that following
SUB SUB-TASK		

PERSONNEL	RESOURCES	PROCEDURE	EVALUATION
Project Director Assistant Project Director for Curriculum and Evaluation Curriculum Consultant Evaluation Consultant Resource Consultant Trainers	Detailed content statements for each objective	Examine each content statement to determine dependencies of elements	Content sequence established and written for each objective

STAGE		
TASK	3.6	Develop implementation strategies
SUB-TASK	3.6.1	Identify appropriate tactics for implementation of each objective and its associated content
SUB SUB-TASK		

PERSONNEL	RESOURCES	PROCEDURE	EVALUATION
Project Director Assistant Project Director for Curriculum and Evaluation Curriculum Consultant Evaluation Consultant Resource Consultant Trainers	Statements of objectives and associated content Delineation of several accepted tactics such as: Teacher-Student Teacher-Students Materials-Student Materials-Students Student-Student Students-Students	Using the objective statement, and criteria related to efficiency and effectiveness, select that tactic or tactics which appear(s) most logically appropriate (which best meets the criteria)	Tactic or tactics selected and listed for each objective

STAGE		
TASK	3.6	
SUB-TASK	3.6.2	Identify appropriate techniques to support each tactic related to an objective
SUB SUB-TASK		

PERSONNEL	RESOURCES	PROCEDURE	EVALUATION
Project Director Assistant Project Director for Curriculum and Evaluation Curriculum Consultant Evaluation Consultant Resource Consultant Trainers	Statements of objectives and listing of tactics associated with each objective List of techniques describing for each its uses, advantages, and disadvantages	Using the criteria information available for each technique, match the technique or techniques to the tactic or tactics	A technique or techniques are selected and listed to support or accommodate each tactic

STAGE		
TASK	3.6	
SUB-TASK	3.6.3	Describe implementation activities to support each technique
SUB SUB-TASK		

PERSONNEL	RESOURCES	PROCEDURE	EVALUATION
Project Director Assistant Project Director for Curriculum and Evaluation Curriculum Consultant Evaluation Consultant Resource Consultant Trainers	A list of techniques which relate to each tactic(s) which relate to each objective	Examine each technique listed in terms of its use, advantages, disadvantages, and normal format Based on the objective, its content and information about the technique, determine logical activities (sequences of events) which could logically be performed effectively and meaningfully	Activities are described in detail for each technique. This description will include the sequence of events, relationships between events, and the management of events

STAGE		
TASK	3.6	
SUB-TASK	3.6.4	Identify resources to support and to be used within the context of each activity
SUB SUB-TASK	3.6.4.1 3.6.4.2	Purchase resources Product resources

PERSONNEL	RESOURCES	PROCEDURE	EVALUATION
Project Director and Asst. Curriculum and Evaluation Consultants Region and Central Admin. School Principals and Staff Business/Labor/Ind. Contacts Community Contacts C.E.P.D. Related Projects Staff -- . -- Commercial Vendors	Detailed descriptions of activities accomplished in Task 3.6.3	1. Match personnel with resources and make contacts and requests for available materials 2. Select most appropriate materials 3. Confirm lists of proposed materials with personnel identified in Column 1 (except Vendors)	A detailed list description of resources for each activity and activity sequence

STAGE		
TASK	3.7	Train trainers to implement Phase I training program
SUB-TASK	3.7.1	Establish training format, schedule, and criteria for evaluation
SUB SUB-TASK	3.7.1.1	Recycle trainers as required

PERSONNEL	RESOURCES	PROCEDURE	EVALUATION
Project Director Assistant Project Director for Curriculum and Evaluation Evaluation Consultant Curriculum Consultant Resource Consultant Training Consultant	Training goals, objectives, test for objectives, content, tactics, techniques, activities, and resources Also important is the fact that the trainers have participated in program development	A training consultant skilled in Career Education and training will review the developed modules with the trainers from a style perspective The trainers will present selected modules to teachers in the control schools Evaluation of effectiveness will be based on performance criteria specified in the module	The teachers involved will be tested to determine effectiveness of the presentation

STAGE	4.0	IMPLEMENTATION
TASK	4.1	Varity training schedule, facilities, and other necessary logistics
SUB-TASK		
SUB SUB-TASK		

PERSONNEL	RESOURCES	PROCEDURE	EVALUATION
Project Director Assistant Project Director for Curriculum and Evaluation	Personnel to be trained Existing schedules and prior commitments Available facilities Administrative approvals	Confirm previously established schedule and logistics Create daily workshop schedule Establish communications with each person selected	Schedule and logistics confirmed Complete daily schedule published and communicated to each selected person

STAGE		
TASK	4.2	Establish performance criteria and performance measures for process evaluation of the training process
SUB-TASK		
SUB SUB-TASK		

PERSONNEL	RESOURCES	PROCEDURE	EVALUATION
Project Director Assistant Project Director for Curriculum and Evaluation Curriculum Consultant Evaluation Consultant Resource Consultant	Performance objectives for each module Tests for each performance objective for each module	Using the performance tests (which were previously detailed), determine if trainees can accomplish the required tasks to the desired standard	Trainee accomplish performance objectives to desired standard

STAGE		
TASK	4.3	Implement Training Program
SUB-TASK		
SUB SUB-TASK		

PERSONNEL	RESOURCES	PROCEDURE	EVALUATION
Project Director Assistant Project Director for Curriculum and Evaluation Curriculum Consultant Evaluation Consultant Resource Consultant Trainers	Trainees, facilities, equipment, etc. Pre-developed and verified modules	Using facilities, equipment, and modules, trainees will be instructed according to schedule	Training program implemented according to schedule

STAGE	5.0	SUMMATIVE EVALUATION
TASK	5.1	Conduct summative evaluation
SUB-TASK		
SUB SUB-TASK		

PERSONNEL	RESOURCES	PROCEDURE	EVALUATION
Project Director Assistant Project Director for Curriculum and Evaluation Curriculum Consultant Evaluation Consultant Resource Consultant Trainers	All data from performance objectives, logistics, opinions of trainees, etc.	Examine all program aspects from start to finish in terms of efficiency and effectiveness	Examination accomplished and conclusions detailed in writing

STAGE	6.0	SUMMARY
TASK	6.1	Summarize findings and project probable levels and extent of effectiveness in Phase II
SUB-TASK		
SUB SUB-TASK		

PERSONNEL	RESOURCES	PROCEDURE	EVALUATION
Project Director Assistant Project Director for Curriculum and Evaluation Curriculum Consultant Evaluation Consultant Resource Consultant Trainers	All data from performance objectives, logistics, opinions of trainees, etc.	Examine all program aspects from start to finish in terms of efficiency and effectiveness	Examination accomplished and conclusions detailed in writing

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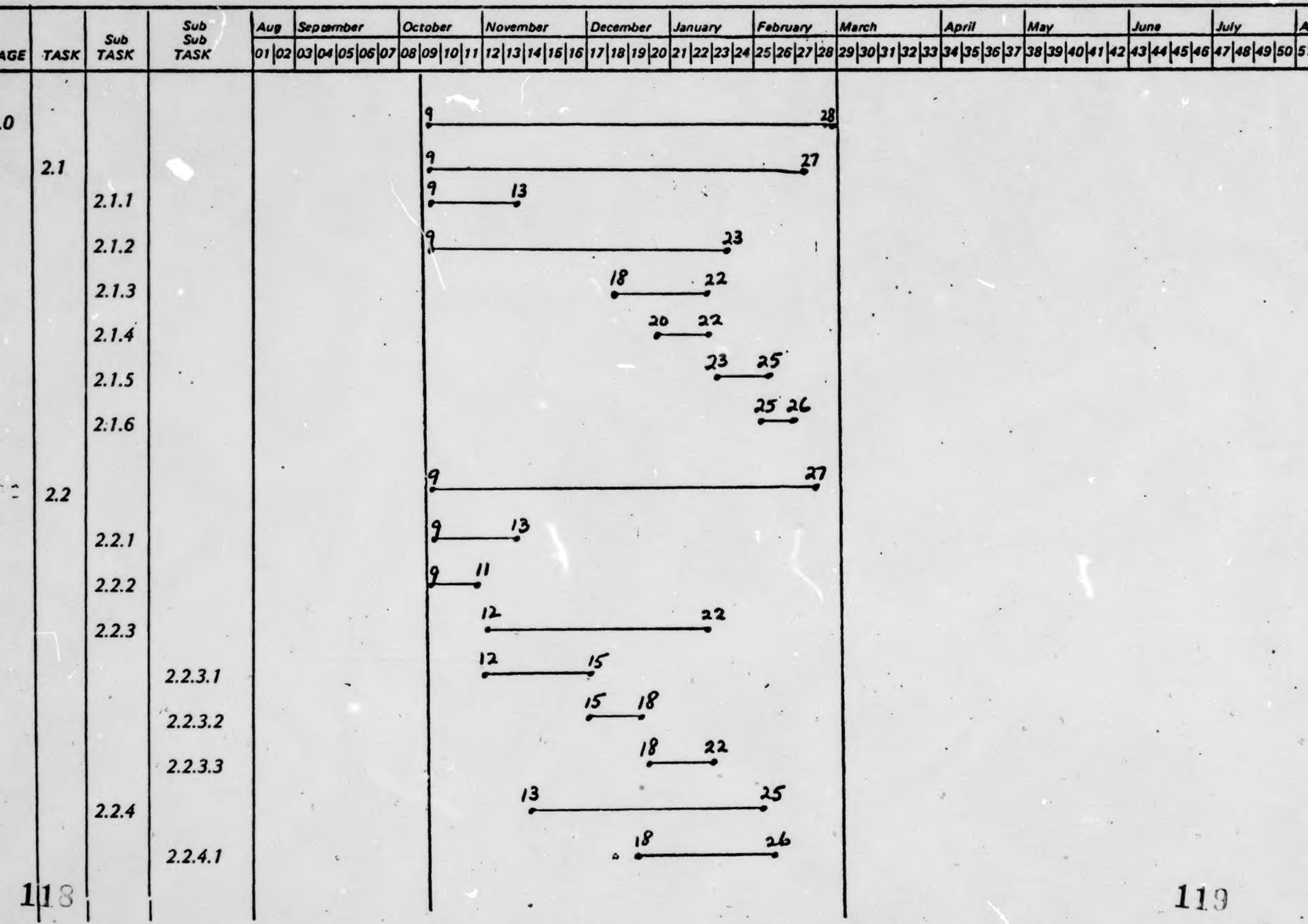
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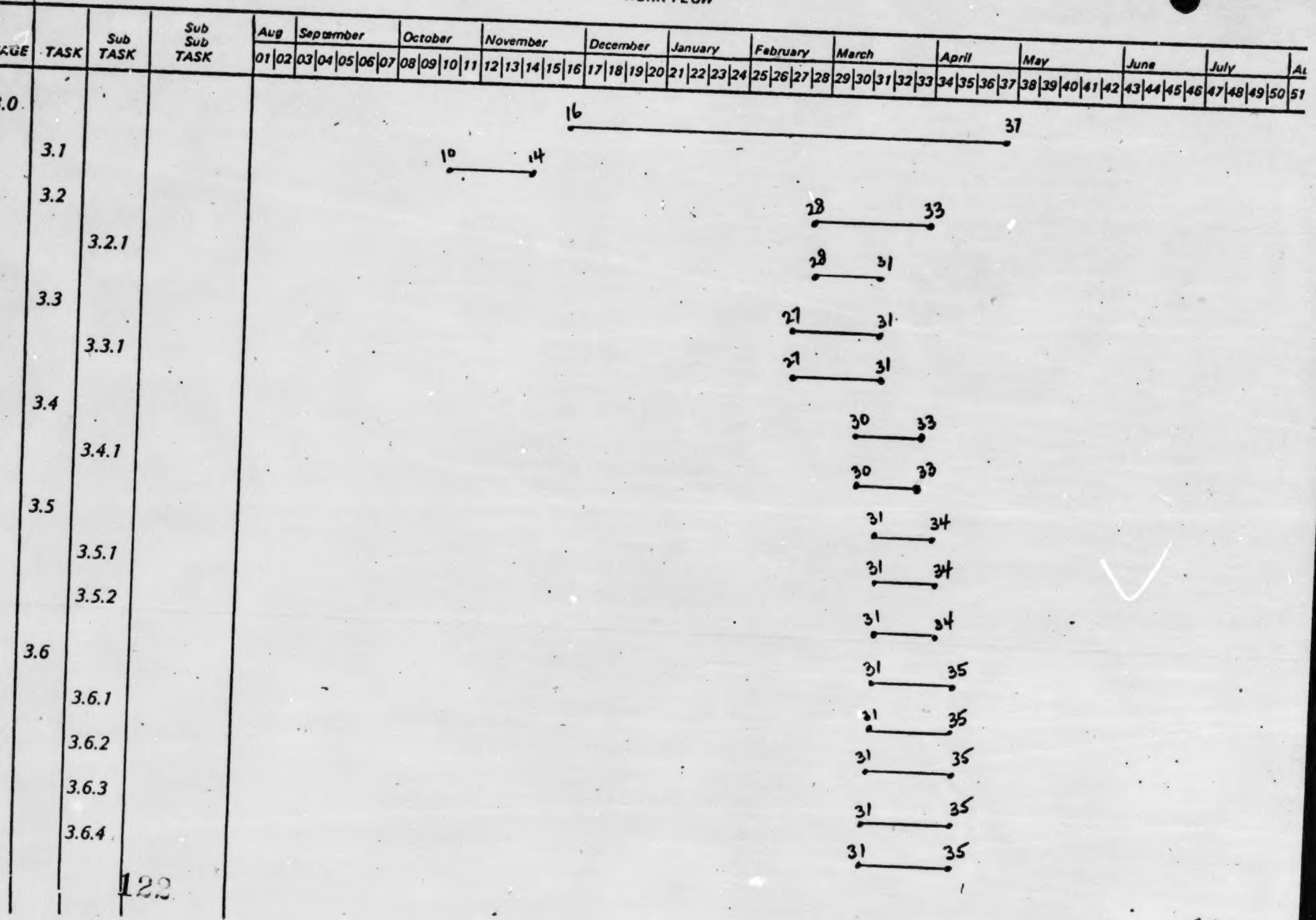

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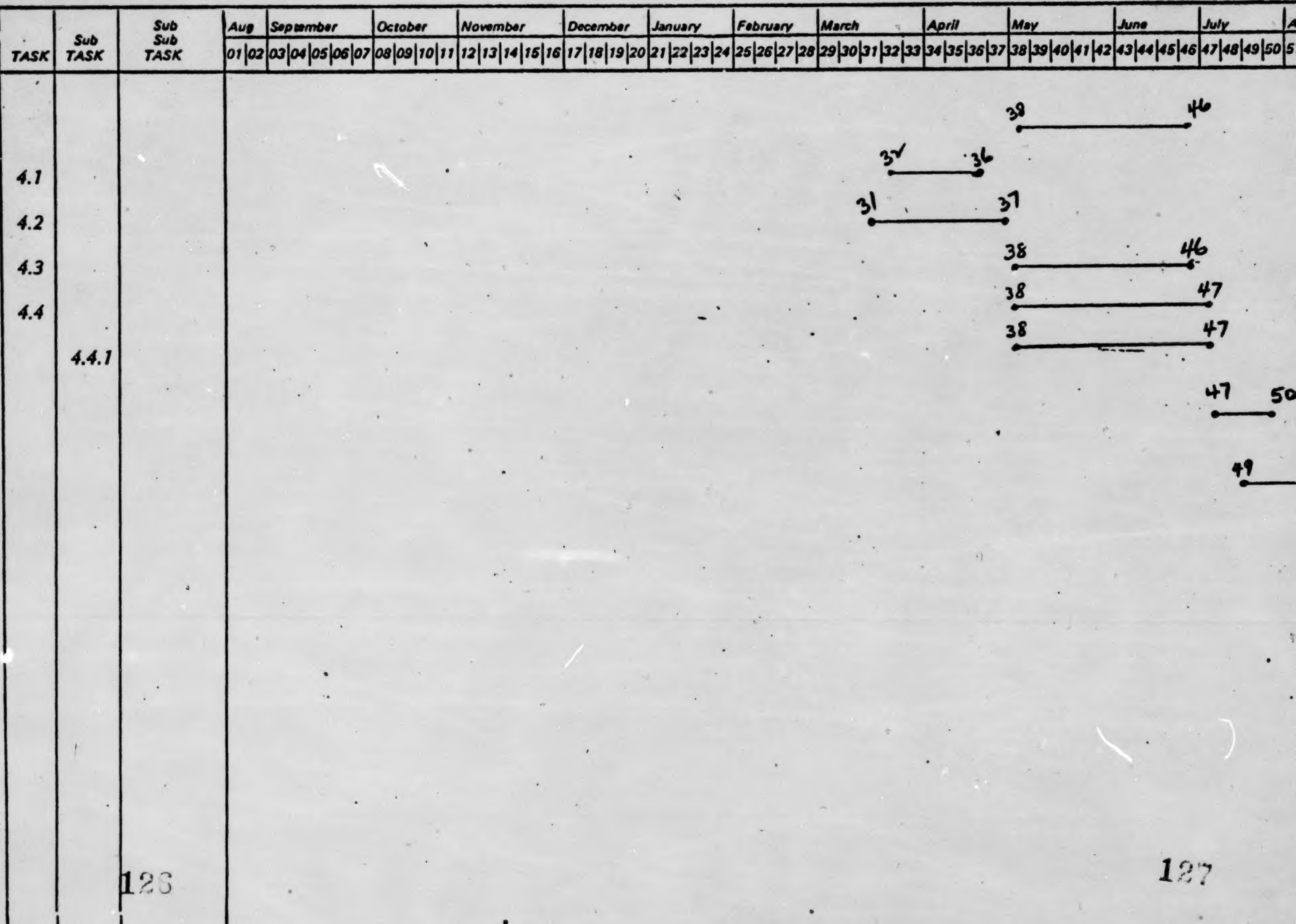
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CAREER EDUCATION WORKSHOP
STRUCTURE AND FORMAT

Prepared under sub-contract with the
Detroit Public Schools School System for
U.S. Office of Education Contract Number 300760411

WAYNE STATE UNIVERSITY

May 1977

TABLE OF CONTENTS

Page

GENERAL INTRODUCTION iii

WORKSHOP GOALS vii

WORKSHOP OBJECTIVES. ix

GENERAL WORKSHOP SCHEDULE

Day #1 1

Day #2 16

Day #3 28

Day #4 38

Day #5 47

Day #6 59

Day #7 60

Day #8 66

Day #9 72

Day #10. 78

GENERAL INTRODUCTION

By all quantitative and qualitative standards, education is America's largest institution. Available data indicate that approximately 65,000,000 persons in the country are involved in this enterprise as teachers, students, or administrators. And at current levels, the American people will spend in this year alone nearly $100,000,000,000 on all levels of education.

Out of this enterprise will come all of this country's future employees, citizens, consumers, parents, and voters. The very fabric of the future of this country is being woven in the patterns of our current educational efforts.

By most standards, we can point to these efforts with pride. We can see the progress of this country over the years. We can see the general high standard of living achieved.

Yet, there is also a disparity being created by this same system and by these same efforts.

Each year, we are producing a greater and ever increasing percentage of persons who will not be equipped to contribute effectively to the essential elements of this nation's development--not to mention their own personal satisfaction during their life.

Each year, about 2 1/2 million of our youth are leaving the education system with no planned career and few, if any, marketable skills. It is estimated that this year alone, approximately 7 million students will drop out of elementary and secondary schools across the nation. And an equal number will have been involved in a general terminal curriculum which also has low marketability.

These students will certainly not be viewed with much favor in the labor market. For most, it is a huge problem. For some, it is insurmountable. Yet the total problem goes much deeper than jobs alone. These students lack many other skills needed to afford them a personal breadth/satisfaction, and to allow for a full societal contribution. Many young people lack skills in self-assessment, career awareness, decision making, and establishment of goals for the short and long range. The importance of these skills cannot be overemphasized. Only with them can one better understand personal potential, make and synthesize decisions which we all must face on a daily basis, gauge the breadth of careers which are both available and appropriate, and effectively engage in a goal-setting process.

This kind of development, combined with job skills provided on one or more levels, can and will create more effective persons and more effective citizens. The alternative considered on any basis, either individually or as a nation, must cause us all to reflect upon the ultimate outcomes.

While it is certainly true that this state of affairs exists throughout the nation, nowhere can it be more clearly seen, and nowhere is it more critical than in our urban areas; specifically, in those parts of the urban centers often referred to as the "inner city." These students exist in humanistic and economically devastating circumstances. Their personal development is often not sufficiently steep nor are their skills sufficiently strong enough to ensure their continued and useful growth as citizens of this nation. This trend must be stopped.

We believe that part of the answer is a program of Career Education developed in its fullest sense of both Career Development and Career Preparation--designed to provide both personal skills and job skills. We further believe that such training cannot be treated as an adjunct to the education program. It must be an integral part. It must be infused into and become part of the curriculum as a multi-disciplinary effort.

We also believe that the need and setting for this infused Career Education is perhaps nowhere as clear as in the City of Detroit. In May 1975, Dr. Reginald Wilson, President, Wayne County Community College, and Chairman of the Career Education Committee of the National Urban Coalition, made such a supportive statement to the U.S. House of Representatives, Committee on Education and Labor, Subcommittee on Elementary, Secondary, and Vocational Education. He stated:

> *With the slump in the Auto Industry during the current recession, Michigan has the highest unemployment rate in the nation. With over 600,000 people out of work, the State's unemployment rate exceeds 16%, and is at a plus 30% depression level in the mostly Black inner-City of Detroit. Detroit has the sixth largest school system in the country with 255,000 students, 75% of whom are Black. On the state assessment tests of academic achievement, Detroit students consistently score in the lower categories. In some schools over 20% of the school-age population over age 16 have dropped out, been pushed out, or otherwise excluded for various reasons. To compound these devastating problems, Detroit is currently in turmoil and racially divided over a soon to be implemented desegregation and busing plan that is at this moment being argued in the Federal District Court.*
>
> *If any reason needs to be given why substantial and effective career education legislation needs to be enacted, Detroit is*

that reason. Many of the students in the Detroit schools are doomed to educational and occupations failure unless viable educational and vocational options are developed for them. Many of the adults in Detroit are doomed to continued unemployment because of limitations in job preparation and lacking alternative work skills or capabilities.

What can career education do? If understood and properly employed, it can broaden the fundamental educational base of the person while simultaneously preparing that person to be employable.

A great many others, respected and thoughtful citizens of Detroit, representing all walks of life and jobs, have echoed Dr. Wilson's statement and have pressed the need for a comprehensive program of career education. Although these people can see that our schools are probably doing a better job of educating our youth than ever before, more is required.

Society demands more of our schools, just as it does of government, religion, and business. The school performance that was judged satisfactory 20 years ago may no longer be suitable for every individual. While there are complex reasons for this change, one is related to the world of work. There are relatively fewer unskilled jobs to fill at a time when more parents are properly demanding full equality of opportunity for their children. There is general recognition that as we move further into a still more complex economy, the relationship between education and work becomes closer each year, and young people need more assistance in deciding on a career.

Career education offers a promising response to this call for education reform by addressing these problems:

1. For too many youth, career exploration begins after leaving school instead of during the early learning years when there is ample time to develop areas of work interest and competence.
2. Youth unemployment is consistently four times greater than adult unemployment, and turnover is high. Most college graduates stay with their first employer less than three years, and high school graduates often have several jobs their first year.
3. Many students are not provided with the skill and knowledge to help them adjust to changes in job opportunities. The individual normally changes occupational emphasis no less than 3 to 5 times during his work life. For education, the lesson is clear: it must increase the individual's "cope-ability"--the speed and economy with which he or she can adjust to these changes.

4. There has steadily developed an increased emphasis on "school for schooling's sake." The third grade teacher seems intent on readying students for the fourth grade, the eighth grade teacher on readying students for the ninth grade, and high school teacher on readying students for college. Instead of preparation for something, education has become, for many students, simply preparation for more education.
5. In some schools, much of what happens in the classroom has too little to do with what is happening outside the classroom. They seem to attempt to prepare our young people to take their place in the community by isolating them from the community.
6. Seventy-six percent of secondary school students are enrolled in a course of study that has, as its major emphasis, preparation for college--even though only 2 out of 10 jobs between now and 1980 will require a college degree. Thus, almost 8 of 10 students are receiving an education that will primarily benefit only 2 out of 10 students.
7. The dropout-failure rate among college students remains among the most stable of all statistics in American education. Forty percent of all who enter college this fall will not make it to their junior year, and 50 percent will never obtain a baccalaureate degree. These adjustments are extremely costly to students and their parents in terms of money, psychological damage, and inability to plan a meaningful future.

For these reasons we agree, as does the U.S. Office of Career Education, that it is time to establish a fully funded, systematically planned, empirically derived, and evaluated working model of the multi-disciplinary Career Education infusion process into a significant and contiguous segment of the inner city.

We also believe that the City of Detroit will serve as a most appropriate arena for both internal benefit and dissemination.

That is the purpose and the reason for this workshop--to enable a select group of committed teachers, counselors, administrators, and community members to gain skills, insight, and organization to implement a comprehensive and meaningful program of career education.

It is a beginning--a start, in fourteen schools in two regions. Perhaps it will have great success in these schools. Perhaps it will spread. However, if success if obtained, it will be because of people and their commitment. This workshop is simply an arena in which such commitment can be made.

WORKSHOP GOALS

The following list of goals are intended to reflect those aspects of the workshop which relate directly to Career Education content affecting implementation for the 1977-78 school year. These goals are presented and should be understood as "general participant outcomes."

Goals

- To know the intent, thrust and components of Career Education.
- To know methods and procedures for relating Career Education components to classroom activities.
- To know instructional (classroom) goals and the relationship of Career Education components to those goals.
- To know methods and procedures for relating classroom goals, activities, and Career Education components
- To understand the format and sequence of an infused content-Career Education lesson plan.
- To understand the step-by-step process of instructional (lesson) design and be able to apply that process.
- To understand the methods and procedures of developing an infused lesson and be able to effect application by discipline and grade level.
- To understand the administrative role and function in the infusion process.
- To understand the role and function of the counselor in the infusion process.
- To understand the function and responsibilities of the community in Career Education.
- To understand the effect of teacher attitudes and expectations on the success of an effective program of Career Education.

- To know the elements and steps required to develop a school plan for implementation of a comprehensive program of Career Education.

- To know several leadership styles and the consequences of each on program success.

- To know aspects and importance of sex and race bias in the successful implementation of a Career Education program.

- To broaden knowledge of the extent and type of possible careers.

- To understand the relationship of a comprehensive program of Career Education to attainment and success in possible careers.

- To understand the extent of school system commitment and support and its effect on program success.

- To understand the importance of this project to the success and satisfaction of the student population.

WORKSHOP OBJECTIVES

There are forty-two specific objectives (outcomes) presented in the available detailed workshop description. Each of these specific outcomes is a mirror reflection of one of the general outcomes listed on the preceeding page, and each of these specific outcomes is also demonstrable and observable.

Because of (1) the availability of these specific outcomes in the detailed workshop description, (2) the fact that they surface (or are carried out) as an integral part of the workshop, and (3) because of their extent, only a few regarded as products for program implementation will be noted below in summary form.

Specific Outcomes

Overview

The participants will list, define, enumerate or otherwise demonstrate knowledge of all content specified or implied in the general outcomes.

Critical Specific Outcomes

- Each teacher participant will produce and submit at least three infused lesson plans.
- Each counselor participant will produce and submit at least three infusion plans.
- Each administrator participant will produce and submit a single plan for relating to counselors and teachers for optimum infusion.
- Each school group will create and submit a comprehensive school plan for implementation of a Career Education program in their school for the 1977-78 school year.

GENERAL WORKSHOP SCHEDULE

DAY #1

WORKSHOP FORMAT

TIME FRAME	TOPIC	GENERAL OUTCOME	SPECIFIC OUTCOME
12:30-1:00	Coffee/Registration		
1:00-2:00	General Introduction to Workship General discussion of Career Education Reinforce workshop intent and purpose Formal introduction to workshop coordinators Specific notation on general and specific workshop tasks and products Relationship of workshop to the project second year	1. To know the general aspects of the topics covered	1.1 To be able to ennumerate workshop intent and process with aid from workshop guide 1.2 To be able to identify by name the principal workshop coordinators 1.3 To be able to ennumerate the tasks and products required 1.4 To be able to ennumerate the relationship of the workshop to the project second year.

SPECIFIC OUTCOME	TACTIC	METHOD	ACTIVITIES	TIME SEQUENCE
1.1 1.2 1.3 1.4	Teacher-Learners	Lecture/Demonstration with Questions	The participants will listen, observe and enter into clarification questions as required.	1:00-2:00

SPECIFIC OUTCOME	RESOURCES	EVALUATION	COMMENTS
1.1 1.2 1.3 1.4	Materials Overhead Projectuals Slides/Audio Worksheet to accommodate specific outcomes 1.1, 1.2, 1.3, 1.4 Personnel Project Director DPS Superintendent of Schools Region 1 Superintendent Region 8 Superintendent Equipment Overhead Projector Slide Projector Tape Playback Unit	Participants will be provided with a simple notation sheet on which they will be required to indicate knowledge of specific outcomes 1.1, 1.2, 1.3, 1.4	

DAY #1

WORKSHOP FORMAT

TIME FRAME	TOPIC	GENERAL OUTCOME	SPECIFIC OUTCOME
2:00-2:30	Workshop Pretest	2. To determine the extent to which participants are able to achieve the workshop objectives	2.1 Participants will complete workshop pretest

SPECIFIC OUTCOME	TACTIC	METHOD	ACTIVITIES	TIME SEQUENCE
2.1	Teacher-Learner	Individual with Materials	The participant will complete pretest within scheduled time.	2:00-2:30

SPECIFIC OUTCOME	RESOURCES	EVALUATION	COMMENTS
2.1	Pretest Forms	Participants will have completed all pretest items.	

DAY #1

WORKSHOP FORMAT

TIME FRAME	TOPIC	GENERAL OUTCOME	SPECIFIC OUTCOME
2:30-4:00	Definition of Career Education	3. To know the intent, thrust and components of Career Education	3.1 Participants will acquire the necessary background in Career Education and its components as reflected in the Michigan State Model. Specifically: a. Participants will enumerate at least the major components and one level of detail of the Michigan Model. b. Participants will identify the intent and thrust of Career Education on the worksheet.

SPECIFIC OUTCOME	TACTIC	METHOD	ACTIVITIES	TIME SEQUENCE
3.1	T - L	Lecture/Demonstration	a. Participants listen to a lecture demonstration on Career Education and its components.	2:30-3:00
	L - L	Group Discussion	b. Participants will be divided into four groups	3:00-3:05
			c. Participants will choose a chairperson and will engage in small group discussion. They will discuss the Career Education components as reflected in the Michigan Model.	3:05-3:30
			d. Participants will ennumerate the major components of the Michigan Model and provide one level of detail for each component. They will do this on forms provided.	3:30-4:00

SPECIFIC OUTCOME	RESOURCES	EVALUATION	COMMENTS
3.1	Materials Handouts describing Career Education components Worksheets to facilitate designation of components and one level of detail Personnel 4 workshop coordinators 1 curriculum consultant Equipment Filmstrip Projector	Participants will ennumerate the major components and one level of detail specified in the Michigan Model. Participants will state the thrust and intent of Career Education.	

DAY #1

WORKSHOP FORMAT

TIME FRAME	TOPIC	GENERAL OUTCOME	SPECIFIC OUTCOME
4:00-4:30	Identification of Relationships between Career Education and classroom activities	4. To know how Career Education components relate to classroom activities.	4.1 To list classroom activities and match them with Career Education components. At least four such relationships will be made and described as to function and meaning.

SPECIFIC OUTCOME	TACTIC	METHOD	ACTIVITIES	TIME SEQUENCE
4.1	T - L	Lecture/Demonstration	Participants will receive guided instruction in both lecture and small group format.	4:00-4:30
	L - L	Group Discussion		

SPECIFIC OUTCOME	RESOURCES	EVALUATION	COMMENTS
4.1	Materials Overhead Projectuals Vis-u Pens Flip Charts Personnel 4 Workshop Coordinators 1 Curriculum Consultant Equipment Overhead Projector Flip Charts	Each group will have listed at least four activities and corresponding Career Education components. Each group will also describe the relationships derived. This will be accomplished on forms provided.	

DAY #1

WORKSHOP FORMAT

TIME FRAME	TOPIC	GENERAL OUTCOME	SPECIFIC OUTCOME
4:30-5:45	Association of Career Education components to classroom goals	6. To know classroom goals and the relationships of Career Education components to those goals	6.1 To list at least three classroom goals 6.2 To associate one or more Career Education components with each goal
5:45-6:00	Assignments for Day #2	7. To receive materials and detailed assignment sheet indicating materials for review	7.1 To demonstrate a verbal detail of what must be accomplished

DAY #1

SPECIFIC OUTCOME	TACTIC	METHOD	ACTIVITIES	TIME SEQUENCE
6.1	T - L	Lecture Small group participation	Participants will receive directions from workshop coordinators. Participants will then divide into small groups to list at least three significant classroom goals.	4:30-5:10
6.2	L - L	Small group participation	Participants will associate classroom goals with identified Career Education component.	5:10-5:45
7.1	T - L	Lecture/Interaction	Materials will be distributed and assignment made. Questions will be received for purposes of clarification.	5:45-6:00

SPECIFIC OUTCOME	RESOURCES	EVALUATION	COMMENTS
6.1	Materials Workshop forms designed to provide matching of classroom components and Career Education goals Personnel 4 Workshop Coordinators 1 Curriculum Consultant	Matching of classroom goals and Career Education components accomplished	
6.2	Materials Overhead Projectuals Vis-u Pens Personnel 4 Workshop Coordinators Equipment Overhead Projector	Matching accomplished on worksheets provided	
7.1	a. Instructional Design book b. Assessment sheet c. Simplified version of Michigan Model	Book, assignment sheet, and simplified version of Michigan Model distributed	

DAY #2

WORKSHOP FORMAT

TIME FRAME	TOPIC	GENERAL OUTCOME	SPECIFIC OUTCOME
8:00- 8:30	Coffee/Registration		
8:30-10:00	Relationship of classroom goals and activities to Career Education components	8. To know relationships between classroom goal/activities and Career Education components	8.1 To present and relate at least three classroom goals and associated activities to at least a comparable number of Career Education components
10:00-10:45	Debrief	9. To summarize all that has taken place in terms of: a. Career Education components b. Classroom activities/goals and Career Education relationships c. Significance of items a & b to Infusion	9.1 To obtain verbal acknowledgement of items a, b, and c through questions of a significant sample of Group A

SPECIFIC OUTCOME	TACTIC	METHOD	ACTIVITIES	TIME SEQUENCE
8.1	L-Group	Lecture/Interaction	Chairperson will present the comparison to Group A convened. Questions will be called for and dealt with by the chairperson and the other small group members	8:30- 10:00
9.1	T - L	Lecture/Demonstration and interaction	Participants will listen, observe, question, and be questioned.	10:00-10:45

SPECIFIC OUTCOME	RESOURCES	EVALUATION	COMMENTS
8.1	**Materials** Overhead Projectuals Vis-u Pen **Personnel** 4 Workshop Coordinators 1 Curriculum Consultant **Equipment** Overhead Projector	Presentation accomplished to Group A, and questions dealt with by the chairperson and other members of small group	
9.1	**Materials** Overhead Projectuals **Personnel** 4 Workshop Coordinators 1 Curriculum Consultant **Equipment** Overhead Projector	Presentation accomplished and questions received/answered General acknowledgement apparent	

WORKSHOP FORMAT

TIME FRAME	TOPIC	GENERAL OUTCOME	SPECIFIC OUTCOME
10:45-12:00	Presentation of an Infused Lesson Plan	10. Participants will know the format and sequence of an Infused Lesson Plan	10.1 Participants will be able to identify steps and process to Infused Plan formation. 10.2 Participants will be able to identify relationships and dependencies between steps within the process.

SPECIFIC OUTCOME	TACTIC	METHOD	ACTIVITIES	TIME SEQUENCE
10.1	T - L	Lecture/Interaction Demonstration	Participants will be presented with an Infused Lesson Plan on a step-by-step basis. They will notate each step in the process on a worksheet provided.	10:45-11:30
10.2	T - L	Lecture/Demonstration Interaction	Participants will review and notate relationships and dependencies between steps. They will accomplish this by listening and following on a worksheet provided. Questions will be taken at any point.	11:30-12:00

SPECIFIC OUTCOME	RESOURCES	EVALUATION	COMMENTS
10.1	Materials Worksheet containing space for the listing of each step and the corresponding meaning. Personnel 4 Workshop Coordinators 1 Curriculum Consultant	Participants will list each step and its meaning on the worksheet provided.	
10.2	Materials Worksheet containing space for the listing and notation of meaning of dependencies and relationships. Personnel 4 Workshop Coordinators	Participants will list each dependency and relationship for each step. Meanings will also be noted for each of the above. This will be accomplished on the forms provided.	

WORKSHOP FORMAT

TIME FRAME	TOPIC	GENERAL OUTCOME	SPECIFIC OUTCOME
1:00-3:15	Instructional Design and the Infusion Process	11. To know the step-by-step process of Instruction (lesson) Design.	11.1 To be able to list the steps sequentially within the Instructional (lesson) Design Process.
		12. To know how to infuse Career Education at the Goal Level into the Instructional Design Process.	12.1 To be able to identify and write new synthesized goal statements combining academic and Career Education goals.

DAY #2

SPECIFIC OUTCOME	TACTIC	METHOD	ACTIVITIES	TIME SEQUENCE
11.1	T - L	Lecture/Demonstration and Participant Response	Participants will listen to and observe the Instructional Design Process presented through the actual formation of a regular classroom lesson. During this period they will check the process and meaning on a worksheet provided.	1:00-2:00
12.1	T - L	Lecture/Demonstration and Participant Response	Participants will listen to and observe Career Education goals being synthesized with the lesson developed in 11.1. During this period they will write a new synthesized goal for subsequent lesson development.	2:00-3:15

SPECIFIC OUTCOME	RESOURCES	EVALUATION	COMMENTS
11.1	Materials Overhead Projectuals Participant Worksheets Personnel 2 Workshop Coordinators 1 Curriculum Consultant Equipment Overhead Projector	Participants will have checked each step and described its meaning to them.	
12.1	Materials Overhead Projectuals Participant Worksheets Personnel 2 Workshop Coordinators 1 Curriculum Consultant Equipment Overhead Projector	Participants will develop a lesson goal which synthesizes academic and Career Education.	

WORKSHOP FORMAT

TIME FRAME	TOPIC	GENERAL OUTCOME	SPECIFIC OUTCOME
3:15-3:30	Assignment for Day #3	13. To receive materials and detailed assignment for Day #3. To apply knowledge gained to create an Infused Lesson Plan.	13.1 To demonstrate verbal understanding of what must be accomplished a. To complete one complete Infused Lesson Plan #1.

DAY #2

SPECIFIC OUTCOME	TACTIC	METHOD	ACTIVITIES	TIME SEQUENCE
13.1	T - L	Lecture/Demonstration	Participants will receive detailed directions and forms for completion of a classroom oriented Infused Lesson Plan.	3:15-3:30

SPECIFIC OUTCOME	RESOURCES	EVALUATION	COMMENTS
13.1	Materials Detailed instruction sheet Forms for lesson completion Overhead Projectuals Personnel 2 Workshop Coordinators 1 Curriculum Consultant Equipment Overhead Projector	Participants will demonstrate verbal acknowledgement of assignment.	

WORKSHOP FORMAT

TIME FRAME	TOPIC	GENERAL OUTCOME	SPECIFIC OUTCOME
8:00- 8:30	Coffee/Registration		
Teachers 8:30-10:30	Presentation and discussion of four examples of Infused Lesson Plan #1	14. To demonstrate application of Instructional Design/ Infusion Process	14.1 To present and explain an Infused Lesson Plan and its step-by-step development. Four such plans will be presented and critiqued.
Administrators 8:30-12:00	Administrative role and function in the Infusion Process	15. To know administrative roles and functions in the Infusion Process	15.1 To present and explain administrative roles and functions
Counselors 8:30-12:00	Role and function of the Counselor in Career Education	16. To know counselor roles and functions in the Career Education Infusion Process	16.1 To present and explain counselor roles and functions
Community Observers 8:30-12:00	Role and function of the community in Career Education	17. To know the roles and functions of the community in the Career Education Infusion Process	17.1 To present and explain community roles and functions

DAY #3

SPECIFIC OUTCOME	TACTIC	METHOD	ACTIVITIES	TIME SEQUENCE
14.1	L Ls	Lecture/Demonstration	Each of four participants will present an Infused Lesson Plan to the entire group. Each will explain how the plan was developed, how the parts interrelate, and illustrate the academic and Career Education synthesis.	8:30-10:30
15.1	T - L L - L	Interactive Lecture Discussion	Administrators will listen to presentation and then engage in small group discussion to clarify, present and explain roles	8:30-12:00
16.1	T - L L - L	Interactive Lesson Discussion	Counselors will listen to presentation then engage in small group discussion to clarify, present and explain roles.	8:30-12:00
17.1	T - L L - L	Interactive Lesson Discussion	Community members will listen to presentation and then engage in small group discussion to clarify, present and explain roles.	8:30-12:00

SPECIFIC OUTCOME	RESOURCES	EVALUATION	COMMENTS
14.1	Materials Overhead Projectuals Handouts Personnel 4 Workshop Coordinators 1 Curriculum Consultant Equipment Overhead Projector	Presentation accomplished and evaluated according to adherence to steps, process, and synthesis.	
15.1	Same as 14.1 -- plus Consultant Group Leader	Roles and functions ennumerated and listed	
16.1	Same as 14.1 -- plus Consultant Group Leader	Roles and functions ennumerated and listed	
17.1	Same as 14.1 -- plus Consultant Group Leader	Roles and functions ennumerated and listed	

WORKSHOP FORMAT

TIME FRAME	TOPIC	GENERAL OUTCOME	SPECIFIC OUTCOME
10:30-12:00	Infused Lesson Plan #2 development	18. To begin coordinated development of a new lesson plan by discipline and grade level.	18.1 To establish a skeletal content structure for each step involved in the #2 lesson plan.

DAY #3

SPECIFIC OUTCOME	TACTIC	METHOD	ACTIVITIES	TIME SEQUENCE
18.1	T - L L - L	Lecture/Demonstration Group Interaction	The participants will be presented with directions and forms for #2 Infused Lesson Plan development. The participants will be divided into small groups according to grade level and discipline. Each group will begin work on a joint lesson plan. This plan will be completed as an assignment after workshop hours.	10:30-12:00

SPECIFIC OUTCOME	RESOURCES	EVALUATION	COMMENTS
18.1	Materials Instruction Sheets Lesson Plan Forms Overhead Projectuals Personnel 4 Workshop Coordinators 1 Curriculum Consultant Equipment Overhead Projector	Each group has roughed out a complete lesson structure and has made assignments as to completion.	

WORKSHOP FORMAT

TIME FRAME	TOPIC	GENERAL OUTCOME	SPECIFIC OUTCOME
1:00-3:15	Teacher Attitudes/Expectations, their effect on student achievement, and corrective procedures	19. To know prominent teacher attitudes and expectations, their effect on student achievement and how to correct them.	19.1 To be able to list relevant attitudes, identify their effect on student achievement, and specify methods of correction.

WORKSHOP FORMAT

TIME FRAME	TOPIC	GENERAL OUTCOME	SPECIFIC OUTCOME
3:15-3:30	Assignment for Day #4	20. To receive materials and detailed instructions for assignment for Day #4. To apply knowledge gained to finalize Phase I School Plan development.	20.1 To demonstrate a verbal understanding of what must be accomplished in order to finalize Phase I School Plan.

SPECIFIC OUTCOME	TACTIC	METHOD	ACTIVITIES	TIME SEQUENCE
20.1	T - L	Lecture/Demonstration	Participants will receive detailed instructions and new form to complete finalized version of Phase I School Plan.	3:15-3:30

SPECIFIC OUTCOME	RESOURCES	EVALUATION	COMMENTS
20.1	Materials Detailed instruction sheet Forms for Phase I School Plan completion Overhead Projectuals Personnel 4 Workshop Coordinators 1 Curriculum Consultant Equipment Overhead Projector	Participants will demonstrate verbal understanding of assignment.	

WORKSHOP FORMAT

TIME FRAME	TOPIC	GENERAL OUTCOME	SPECIFIC OUTCOME
8:00- 8:30	Coffee/Registration		
8:30-10:00	Structure of Phase I School Plans	21. To know areas which must be treated in rough Phase I plan	21.1 To specifically notate areas in Phase I steps in terms of the type and extent of treatments which must be made.

DAY #4

SPECIFIC OUTCOME	TACTIC	METHOD	ACTIVITIES	TIME SEQUENCE
21.1	T - L	Lecture/Demonstration	Participants will receive instruction and materials to proceed with Phase I.	8:30-10:00
	L - L	Small Group Discussion	Participants will be divided into groups according to school and proceed with Phase I. They will use the worksheets provided.	

SPECIFIC OUTCOME	RESOURCES	EVALUATION	COMMENTS
21.1	**Materials** Overhead Projectuals Workshop Handouts **Personnel** 4 Workshop Coordinators 1 Curriculum Consultant **Equipment** Overhead Projector	The participants will have made the necessary modifications in the rough Phase I draft.	

DAY #4

WORKSHOP FORMAT

TIME FRAME	TOPIC	GENERAL OUTCOME	SPECIFIC OUTCOME
10:00-12:00	Development of Phase I plan in final form	22. To develop a final Phase I plan.	22.1 To specify in detail a step-by-step Phase I plan for the implementation of Career Education in the particular school.

SPECIFIC OUTCOME	TACTIC	METHOD	ACTIVITIES	TIME SEQUENCE
22.1	L - L	Group Discussion	The participants will develop a step-by-step sequential and interrelated Phase I plan for implementation. This will be detailed on the worksheets provided.	10:00-12:00

SPECIFIC OUTCOME	RESOURCES	EVALUATION	COMMENTS
22.1	Materials Workshop Forms Personnel 4 Workshop Coordinators 1 Curriculum Consultant	Phase I plan completed in detail on the forms provided.	

WORKSHOP FORMAT

TIME FRAME	TOPIC	GENERAL OUTCOME	SPECIFIC OUTCOME
1:00-3:15	Leadership Styles and Consequences	23. To know several leadership styles and the consequences of each.	23.1 To be able to list several leadership styles and associate consequences with each. This will be accomplished on forms provided.
3:15-3:30	Assignment for Day #5	24. To know the specifics of the assignment.	24.1 To be able to detail the assignment as specified on the assignment sheet.

SPECIFIC OUTCOME	TACTIC	METHOD	ACTIVITIES	TIME SEQUENCE
23.1	T - L	Lecture/Demonstration	The participant will listen and respond/record on worksheets provided. Questions are appropriate throughout.	1:00-3:15
24.1	T - L	Lecture	The participants will receive assignments and questions as required.	3:15-3:30

SPECIFIC OUTCOME	RESOURCES	EVALUATION	COMMENTS
23.1	Materials Overhead Projectuals Worksheets Personnel Guest Speaker 4 Workshop Coordinators 1 Curriculum Consultant Equipment Overhead Projector	Participants will have listed the several leadership styles and associated consequences with each on the worksheets provided.	
24.1	Materials Assignment Sheets	Participants acknowledge verbally.	

DAY #5

WORKSHOP FORMAT

TIME FRAME	TOPIC	GENERAL OUTCOME	SPECIFIC OUTCOME
8:00- 8:30	Coffee/Registration		
8:30- 9:30	Three schools present Phase I plan	25. To understand the pattern and process of the Phase I School Plans presented.	25.1 To detail the steps and critical aspects of the Phase I School Plans.

DAY #5

SPECIFIC OUTCOME	TACTIC	METHOD	ACTIVITIES	TIME SEQUENCE
25.1	T - L	Lecture/Demonstration	The chairperson of the school groups will present the Phase I plan in detail. Questions will be accepted as appropriate. Comments and dissenting views will also be presented by other members of the same group.	8:30- 9:30

SPECIFIC OUTCOME	RESOURCES	EVALUATION	COMMENTS
25.1	**Materials** Overhead Projectuals Handouts **Personnel** 4 Workshop Coordinators 1 Curriculum Consultant **Equipment** Overhead Projector	Phase I School Plans presented in detail by each of three groups.	

WORKSHOP FORMAT

TIME FRAME	TOPIC	GENERAL OUTCOME	SPECIFIC OUTCOME
9:30-10:30	Coloma, Michigan Career Development Project	26. To know the plan, procedures, thrust, and evaluation efforts of the Coloma project	26.1 To be able to list and/or articulate specific procedures, statement of thrust, and evaluation efforts.

SPECIFIC OUTCOME	TACTIC	METHOD	ACTIVITIES	TIME SEQUENCE
26.1	T - L	Lecture/Demonstration Interaction	Participants will listen to lecture demonstration and participate in questions and interactive discussion.	9:30-10:30

SPECIFIC OUTCOME	RESOURCES	EVALUATION	COMMENTS
26.1	Materials Handouts Overhead Projectuals Filmstrip Personnel Guest Speaker 4 Workshop Coordinators 1 Curriculum Consultant Equipment Overhead Projector Filmstrip Projector	Procedures will be listed, thrust stated, and evaluation efforts specified.	

WORKSHOP FORMAT

TIME FRAME	TOPIC	GENERAL OUTCOME	SPECIFIC OUTCOME
10:30-12:00	Begin Phase II School Plan	27. To develop a Phase II School Plan	27.1 To begin specification in detail of the exact steps and procedures to be followed in developing a Phase II School Plan for implementation.

DAY #5

SPECIFIC OUTCOME	TACTIC	METHOD	ACTIVITIES	TIME SEQUENCE
27.1	T - L L - L	Lecture/Demonstration Group Discussion	Participants in school groups will listen to Phase II criteria and view an example. School groups will convene to develop a Phase II plan.	10:30-12:00

SPECIFIC OUTCOME	RESOURCES	EVALUATION	COMMENTS
27.1	**Materials** List of Criteria--Handout Overhead Projectuals Examples of Phase II School Plan **Personnel** 4 Workshop Coordinators 1 Workshop Consultant **Equipment** Overhead Projector	Phase II School Plan developed in near final form. Finalization will take place after workshop efforts and time allotted on Day #7.	

WORKSHOP FORMAT

TIME FRAME	TOPIC	GENERAL OUTCOME	SPECIFIC OUTCOME
1:00-3:15	Structure and criteria for the development of a School Plan to infuse a solid program of Career Education.	28. To know the criteria, structure and essential relationships as ingredients of a solid School Plan.	28.1 To be able to list and relate criteria, structure and other elements on forms provided.
3:15-3:30	Assignment for Day #6 --Begin Infused Lesson Plan #3 --Read materials on ACTION	29. To know the details of the assignment.	29.1 To be able to specify the tasks which must be accomplished.

DAY #5

SPECIFIC OUTCOME	TACTIC	METHOD	ACTIVITIES	TIME SEQUENCE
28.1	T - L	Lecture with audience interaction	Participants will listen, take notes on forms provided, and ask questions as appropriate.	1:00-3:15
29.1	T - L	Lecture	Participants will listen, follow assignment sheets, and ask appropriate questions.	3:15-3:30

SPECIFIC OUTCOME	RESOURCES	EVALUATION	COMMENTS
28.1	Materials Overhead Projectuals Worksheets Personnel Guest Speaker 4 Workshop Coordinators 1 Curriculum Consultant Equipment Overhead Projector	Participants will have taken detailed notes on the forms provided.	
29.1	Materials Forms for Lesson #3 Materials from ACTION		

WORKSHOP FORMAT

TIME FRAME	TOPIC	GENERAL OUTCOME	SPECIFIC OUTCOME
8:30-12:00 1:00- 6:00	ACTION GROUP	30. To know the structure and purposes of the Action Group	30.1 To be able to specify the structure and specific purpose of the Action Group.

WORKSHOP FORMAT

TIME FRAME	TOPIC	GENERAL OUTCOME	SPECIFIC OUTCOME
8:30-12:00	Phase III School Plan	31. To finalize Phase III School Plan	31.1 To specify all details, steps, and procedures involved in the Phase III School Plan.

DAY #7

SPECIFIC OUTCOME	TACTIC	METHOD	ACTIVITIES	TIME SEQUENCE
31.1	T - L	Lecture	Participants will listen to criteria for Phase III.	8:30- 9:00
	L - L	Group Discussion	Participants will follow the worksheet provided and detail/finalize Phase III.	9:00-12:00

SPECIFIC OUTCOME	RESOURCES	EVALUATION	COMMENTS
31.1	Materials Worksheets Provided Criteria Provided Personnel Guest Speaker 4 Workshop Coordinators 1 Curriculum Consultant	Phase III School Plan finalized.	

DAY #7

WORKSHOP FORMAT

TIME FRAME	TOPIC	GENERAL OUTCOME	SPECIFIC OUTCOME
1:00-3:15	Race Bias Information	32. To know the aspects and importance of race bias in the implementation of Career Education.	32.1 To be able to detail on forms provided several facets of race bias and relate the importance of these to Career Education components and implementation.
3:15-3:30	Assignment for Day #8 --Bring together all aspects of School Plans I, II, III --Finalize lesson plans I, II, III for typing	33. To know assignment aspects	33.1 To be able to specify all aspects of assignment.

SPECIFIC OUTCOME	TACTIC	METHOD	ACTIVITIES	TIME SEQUENCE
32.1	T - L	Lecture/Demonstration	Participants will listen, observe presentation and interact with appropriate questions.	1:00-3:15
33.1	T - L	Lecture/Interaction	Participants will listen and question.	3:15-3:30

SPECIFIC OUTCOME	RESOURCES	EVALUATION	COMMENTS
32.1	Materials Overhead Projectuals Handout Motion Film Personnel Guest Speaker 3 Workshop Coordinators 1 Curriculum Consultant Equipment Overhead Projector 16mm sound Film Projector	Participants will detail several aspects involved in race bias, and note their importance on the forms provided.	
33.1	Materials Handout Career Education Workbook Overhead Projectuals Personnel 3 Workshop Coordinators 1 Curriculum Consultant Equipment Overhead Projector		

DAY #8

WORKSHOP FORMAT

TIME FRAME	TOPIC	GENERAL OUTCOME	SPECIFIC OUTCOME
8:00- 8:30	Coffee/Registration		
8:30-12:00	Finalize School Plan blending Phases I, II, III	34. To blend Phases I, II, III of School Plan	34.1 To develop a completely synthesized total plan for implementing Career Education during the school year 77-78.

SPECIFIC OUTCOME	TACTIC	METHOD	ACTIVITIES	TIME SEQUENCE
34.1	L - L	Group Discussion	School group participants will synthesize for typing purposes the entire School Plan. This plan will be presented and distributed on Day #10.	8:30-12:00

SPECIFIC OUTCOME	RESOURCES	EVALUATION	COMMENTS
34.1	**Materials** Workshop forms for School Plans **Personnel** 4 Workshop Coordinators 1 Curriculum Consultant	School Plan Finalized	

DAY #8

WORKSHOP FORMAT

TIME FRAME	TOPIC	GENERAL OUTCOME	SPECIFIC OUTCOME
1:00-3:15	Careers and Career Preparation	35. To know more about the extent and type of possible careers--and to realize the relationship of Career Education in their attainment.	35.1 To be able to identify careers relevant to the students involved and directly relate the necessity for Career Education.
3:15-3:30	Assignment for Day #9 --Bring finalized lesson plans for typing	36. - - - -	36.1 - - - -

SPECIFIC OUTCOME	TACTIC	METHOD	ACTIVITIES	TIME SEQUENCE
35.1	T - L	Lecture/Demonstration	Participants will listen, observe, and ask appropriate questions.	1:00-3:15
36.1	- - -	- - -	- - - - -	3:15-3:30

SPECIFIC OUTCOME	RESOURCES	EVALUATION	COMMENTS
35.1	**Materials** Handouts Film Overhead Projectuals **Personnel** Guest Speaker 4 Workshop Coordinators 1 Workshop Consultant **Equipment** Overhead Projector 16mm sound Film Projector	Participants will be able to list several new careers and indicate relationships.	
36.1	- - - -	- - - -	

WORKSHOP FORMAT

TIME FRAME	TOPIC	GENERAL OUTCOME	SPECIFIC OUTCOME
8:00- 8:30	Coffee/Registration		
8:30-10:00	Present three finalized lesson plans from each (school level)	37. To demonstrate a finalized lesson plan development	37.1 To demonstrate the adherence of all steps and procedures necessary to an infused lesson plan development.
10:00-11:00	Relationship of counselor and administrator to classroom infused lessons	38. To establish the general supportive relationships and their nature.	38.1 To detail specifically how counselors and administrators will interact and support.
11:00-12:00	Debriefing--Questions and answers about Career Education in the Project School in 77-78	39. To clarify positions and promote realistic expectations.	39.1 To specify in exact terms the procedures, support levels, and type of support.

SPECIFIC OUTCOME	TACTIC	METHOD	ACTIVITIES	TIME SEQUENCE
37.1	T - L	Lecture	Chairperson of each small group will present lesson and call for questions.	8:30-10:00
38.1	T - L	Lecture and Interactive Discussion	Workshop coordinator will utilize pre-determined format to key questions and responses from participants.	10:00-11:00
39.1	T - L	Lecture and Interactive Discussion	Workshop coordinator will utilize pre-determined format to key questions and responses from participants.	11:00-12:00

SPECIFIC OUTCOME	RESOURCES	EVALUATION	COMMENTS
37.1	Materials Overhead Projectuals Handouts Personnel 4 Workshop Coordinators 1 Curriculum Consultant Equipment Overhead Projector	All steps and processes involved in an infused lesson plan development are adhered to.	
38.1	Materials Overhead Projectuals Workshop Questionnaire Personnel 4 Workshop Coordinators 1 Curriculum Consultant Equipment Overhead Projector	Participation evident on all questions.	
39.1	Materials Overhead Projectuals Workshop Questionnaire Handouts Personnel 4 Workshop Coordinators 1 Curriculum Consultant Equipment Overhead Projector	Participation evident on all questions.	

WORKSHOP FORMAT

TIME FRAME	TOPIC	GENERAL OUTCOME	SPECIFIC OUTCOME
1:00-2:30 1:00-3:30	School System Commitment and Support	40. To know the general effect of attitude on program success.	40.1 To be able to specify the probable consequences of teacher, counselor, and administrator attitudes on aspects of program success.

DAY #9

SPECIFIC OUTCOME	TACTIC	METHOD	ACTIVITIES	TIME SEQUENCE
40.1	T - L	Lecture	Participants listen and question when appropriate.	1:00-3:30

SPECIFIC OUTCOME	RESOURCES	EVALUATION	COMMENTS
40.1	Materials Handouts Visual Displays (Overheads) Personnel Guest Speaker 4 Workshop Coordinators 1 Curriculum Consultant Equipment Overhead Projector	Participants are able to list a variety of attitudes and match them with probable consequences.	

DAY #10

WORKSHOP FORMAT

TIME FRAME	TOPIC	GENERAL OUTCOME	SPECIFIC OUTCOME
8:00- 8:30	Coffee/Registration		
8:30-11:30 11:30-12:00	School Plan Presentations, Workshop Summary and Posttest	41. To demonstrate Plans developed for each of the fourteen schools.	41.1 Demonstrate steps and detail for each Plan.

DAY #10

SPECIFIC OUTCOME	TACTIC	METHOD	ACTIVITIES	TIME SEQUENCE
41.1	T - L	Lecture	Participants Listen	8:30-12:00

SPECIFIC OUTCOME	RESOURCES	EVALUATION	COMMENTS
41.1	Materials Overhead Projectuals Handouts Personnel 4 Workshop Coordinators 1 Curriculum Consultant Equipment Overhead Projector	Plans Presented	

DAY #10

WORKSHOP FORMAT

TIME FRAME	TOPIC	GENERAL OUTCOME	SPECIFIC OUTCOME
1:00-3:00	Career Education in an Urban Setting--Its Significance and Importance	42. To obtain a general understanding of the importance of such a project as this.	

SUBSECTION C

CAREER EDUCATION
WORKSHOP EVALUATION

Prepared under sub-contract with the
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WAYNE STATE UNIVERSITY

August 1977

301

WORKSHOP EVALUATION

It was the purpose of this portion of the workshop evaluation to determine the answer to five major questions:

first, did the participants' knowledge of the Career Education concept significantly increase?

second, did the participants' level of confidence in using Career Education with their students and curriculum significantly increase?

third, did the participants' attachment of importance to the various aspects of Career Education exhibit a significant positive shift.

fourth, could the participants exhibit a knowledge of Career Education infusion procedures as a result of the workshop experience.

fifth, could the participants exhibit a knowledge of procedures for development of a Career Education school implementation plan as a result of the workshop experience.

The first three questions were examined through the mechanism of a paper and pencil instrument composed of knowledge questions and judgment scales. The fourth question was dealt with through the use of a lesson planning packet structured to accommodate Career Education Infusion. The fifth question was dealt with through the use of a school planning packet structured to accommodate an implementation scheme.

The tests dealing with questions 1-3 and the packets dealing with questions 4 and 5 are included in this report. The following paragraphs constitute a brief description of the results obtained in the evaluation for each of the five questions.

The first three questions were examined through the mechanism of the attached instrument entitled Curriculum Workshop Pre/Post Test. (The test items were originally administered in a different order in two separate forms. The items are summarized here for convenience and clarity.) The test is divided into three sections, each dealing with a separate question. Section I is a test of Career Education concept knowledge. Section II is a confidence scale related to Career Education and use. Section III is a scale denoting perceived importance of Career Education elements.

The scoring of Section I was 1 point for a correct answer and 0 for an incorrect answer. The scoring for Sections II and III scales was 1 point for least confident or favorable to 5 points for most confident or favorable. The total test was administered to 171 persons.

The results of this administration indicated the following:

1. the overall score for all sections combined improved significantly from the pre to post test administration.
2. the most significant increase was registered in Section II dealing with the participant's level of confidence.

3. the second most significant increase was registered in Section III dealing with the perceived importance of Career Education elements.

4. the least significant increase came in Section I dealing with knowledge of Career Education concepts. It should be noted that this increase as measured was in fact non-significant. One of the apparent reasons for this lack of significance is the test items themselves. The items as conceived are simply too self evident and do have effective discriminatory detractors. Another reason could easily be in the area of language. Specifically, the items refer to the "Michigan Model" throughout. However, it was observed that the workshop language did not incorporate the same terminology to any degree when discussing Career Education concepts. This factor was observed in retrospect.

Question 4 was examined through observation of the results of the participants' attempts to create an infused lesson plan using the process forms attached to this summary. The participants were not familiar with this process prior to the workshop.

Subsequent to instruction, each participant individually created two infused lesson plans for a total of approximately 342 plans. Of this number, approximately 130 were deemed to be immediately useable and an additional 100 were judged to be useable with slight revision. This accomplishment in the time available was judged to be extremely positive.

Question 5 was evaluated in a manner similar to Question 4. Specifically, the participants worked by school group with the attached School Plan Format Planning Guide to create an implementation plan for each school. Fourteen such plans were developed and were judged by the workshop team to be proper and effective as a beginning in school implementation. It was particularly obvious that the process was understood and could be followed.

The results obtained for the five questions, separate and combined, indicate an apparent high level of success for the workshop effort.

CURRICULUM WORKSHOP PRE/POST TEST

CURRICULUM WORKSHOP

PRE/POST TEST

SECTION I

THE FOLLOWING QUESTIONS WERE DESIGNED TO DETERMINE YOUR KNOWLEDGE OF THE MICHIGAN CAREER EDUCATION MODEL. EXAMINE EACH ITEM CAREFULLY AND CIRCLE THE LETTER OF THE RESPONSE THAT YOU FEEL IS THE BEST ANSWER.

1. The infusion process, according to the Michigan Department of Education materials:

   a. is a learning technique that provides students with the skills necessary for realistic decision-making.

   b. incorporates the instructional, guidance and administrative services of a school into a cooperative approach toward instruction.

   c. places equal emphasis on the delivery of career development and vocational learning.

   d. is a process whereby career development and the existing instruction is delivered cooperatively.

2. In today's schools, most instruction relates to:

   a. Career Development

   b. Career Preparation

   c. Career Roles

   d. Career Information

3. According to the Michigan Model, career education may be defined as:

   a. a process whereby individuals may fulfill their unique needs with regard to their future life roles.

   b. a system that delivers career development skills to all K-12 students.

   c. a process that provides individuals with curriculum options.

   d. the technology and resources needed to establish a realistic base for decision making.

4. Career development, according to the Michigan Model, is intended to:

   a. develop an awareness of occupational roles and training options among students exposed to the career education curriculum.

   b. assist the local school staff and community in the process of meeting local manpower needs.

   c. enable individuals to make informed career decisions.

   d. to establish a priority in the local school for purposes of developing a vocational-technical curriculum experience(s) consistent with academic goals.

5. The infusion process, as a career education strategy:

   a. replaces the existing curriculum with a more relevant, vocationally oriented curriculum.

   b. incorporates the instruction and administration of a school into a cooperative unit of instruction.

   c. places greater emphasis on the delivery of career development than it does on academic learning.

   d. eliminates the need for career education courses at many grade levels.

6. According to the Michigan Model, self-awareness and exploration activities focus primarily upon helping individuals:

   a. understand themselves in relation to their educational activities.

   b. understand themselves and others.

   c. identifying career information sources for purposes of pursuing a realistic career goal.

   d. understand the relationship between careers and a student's curriculum.

7. Career awareness and exploration, according to the Michigan Model, is primarily concerned with:

   a. the development of training programs to provide individuals with the skills necessary for job entry.

   b. focusing the curriculum and guidance service on occupational resource information.

   c. the development of students' awareness of available job options.

   d. the development of a knowledge and understanding of the educational, social, work, and leisure worlds.

8. Decision-Making and Planning, according to the Michigan Model, is concerned with:

    a. helping students pick a career so that their remaining education can be more meaningful.

    b. providing appropriate work experience and training.

    c. helping students to apply a systematic method of decision-making to their lives.

    d. helping students identify career options which are available in their community.

9. Career Placement, according to the Michigan Model, is primarily concerned with:

    a. the establishment of educational criteria for job placement.

    b. the development of student awareness of the utilization of the job placement programs.

    c. the development of goal-oriented behavior in students.

    d. the establishment of statewide regionalized job placement programs.

10. The attainment of essential vocational and academic skills is most closely identified with:

    a. Career Roles

    b. Career Development

    c. Career Preparation

    d. Career Information

SECTION II

EXAMINE THE FOLLOWING ITEMS AND RATE YOURSELF ACCORDING TO THE DEGREE TO WHICH YOU FEEL THE STATEMENT REFLECTS YOUR SKILLS AT THE PRESENT TIME. PLACE AN "X" IN THE SPACE YOU FEEL BEST DESCRIBES YOU. THE FIRST ONE IS DONE FOR YOU AS AN EXAMPLE.

At this time, do you feel you have the skill necessary to:

(Example)
1. Work effectively with other teachers?

Yes Absolutely ______ : X : ______ : ______ : ______ Absolutely Not

2. Articulate to others, a definition of career education?

Yes Absolutely
Absolutely ______ : ______ : ______ : ______ : ______ Not

3. Develop lesson plans that incorporate career development content into my existing instruction?

Yes Absolutely
Absolutely ______ : ______ : ______ : ______ : ______ Not

4. Articulate to others the Michigan Career Education Model?

Yes Absolutely
Absolutely ______ : ______ : ______ : ______ : ______ Not

5. Specify performance goals and objectives for my instruction?

Yes Absolutely
Absolutely ______ : ______ : ______ : ______ : ______ Not

6. Develop learner activities that are effective in achieving career development outcomes?

Yes Absolutely
Absolutely ______ : ______ : ______ : ______ : ______ Not

7. Identify audio-visual and supportive materials to supplement my career development instruction?

Yes Absolutely
Absolutely ______ : ______ : ______ : ______ : ______ Not

8. Contribute toward the development of a school and/or district career education plan?

Yes Absolutely
Absolutely ______ : ______ : ______ : ______ : ______ Not

9. Identify the role of the school in delivering career education?

Yes Absolutely
Absolutely ______ : ______ : ______ : ______ : ______ Not

10. Identify community resources that could supplement my career development instruction?

Yes Absolutely
Absolutely ______ : ______ : ______ : ______ : ______ Not

SECTION III

READ EACH OF THE FOLLOWING COMPLETIONS TO THIS SENTENCE. INDICATE THE EXTENT TO WHICH YOU AGREE OR DISAGREE BY PLACING A CHECK IN THE APPROPRIATE BOX.

I believe that I have responsibility in my present position, to plan and deliver instruction which enables students to:

		Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1.	Identify and explore alternative leisure roles and settings.					
2.	Recognize self development is a life-long process.					
3.	Understand the nature of decision making.					
4.	Develop skill in monitoring progress on career plans.					
5.	Acquire information about personal characteristics of self and others.					
6.	Identify and explore alternative family roles and settings.					
7.	Implement educational and/or career plans.					
8.	Identification and exploration of options in terms of self assessment.					
9.	Understand individual and group aspects of behavior.					
10.	Identify and explore alternative citizen roles and settings.					
11.	Acquire and apply interpersonal skills.					
12.	Acquire knowledge and skills necessary to implement career plans.					
13.	Identify and explore alternative occupational roles and settings.					
14.	Develop skills in decision-making.					
15.	Establish career plans.					

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
16. Recognize educational alternatives and their applications.					
17. Modify career plans to maintain consistency with changing career goals.					

INFUSION PLANNING PACKET

CAREER EDUCATION

LESSON PLANNING GUIDE

PRE-DESIGN INFORMATION

GRADE LEVEL OR GROUPING ______________________

DISCIPLINE ______________________

SUBJECT ______________________

UNIT ______________________

LESSON ______________________

TOPIC OUTLINE ______________________

GENERAL GROUP STATUS INFORMATION

DATA SOURCE	SCORES	MEANING

Page 3

GROUP TEST INFORMATION

DATA SOURCE	SCORES	MEANING

Page 4

GENERAL INDIVIDUAL LEARNER INFORMATION

STUDENT	DATA SOURCE	SCORES	MEANING

INDIVIDUAL TEST INFORMATION

STUDENT	DATA SOURCE	SCORES	MEANING

CONSTRAINTS AND FACILITATORS

CONSTRAINTS	FACILITATORS	EFFECT ON LEARNING DESIGN

INFUSION PLANNING FORM - I

GENERAL LEARNER OUTCOMES (Content)	GENERAL LEARNER OUTCOMES (Career Development)

INFUSION PLANNING FORM - II

GENERAL LEARNER OUTCOMES (Content and Career Development)	SPECIFIC LEARNER OUTCOMES

TESTS FOR SPECIFIC LEARNER OUTCOMES

SPECIFIC OUTCOME	DESCRIPTION OF TESTS FOR EACH OUTCOME	PRE-TEST ASSIGNMENT	POST-TEST ASSIGNMENT

PREREQUISITE SKILLS AND TESTS

SPECIFIC OUTCOME	PREREQUISITE SKILLS FOR SPECIFIC LEARNER OUTCOMES	DESCRIPTION OF TESTS FOR PREREQUISITE SKILLS

INSTRUCTIONAL STRATEGY

SPECIFIC OUTCOME	TACTIC(S)	METHODS	DESCRIPTION OF ACTIVITIES	RESOURCES

SCHOOL PLAN FORMAT PLANNING GUIDE

SCHOOL PLAN FORMAT

PLANNING GUIDE

(1) NEEDS	(2) GOALS	(3) OBJECTIVES

(4) CONSTRAINTS	(5) FACILITATORS	(6) PROCEDURES

(7) WHO IS INVOLVED AT THE LOCAL LEVEL PEOPLE-GROUPS	(8) RELATIONSHIPS BETWEEN PEOPLE / GROUPS

(9) AMOUNT OF TIME INVOLVED	(10) HOW ARE PEOPLE/GROUPS INVOLVED	(11) WHAT RESOURCES SHOULD BE EMPLOYED

5

(12) SCHEDULE	(13) PRODUCTS	(14) OTHER CONSIDERATIONS

PROCESS EVALUATION

(15) PROCESS STEPS	(16) CONSTRAINTS-FACILITATORS

(17) RESPONSIBLE PERSON(S)	(18) RESOURCES

(19) TIME	(20) SCHEDULE	(21) PRODUCT

PRODUCT EVALUATION

(22) PROCESS STEPS	(23) CONSTRAINTS-FACILITATORS

(24) RESPONSIBLE PERSON(S)	(25) RESOURCES

//

(26) TIME	(27) SCHEDULE	(28) PRODUCT

SUBSECTION D

SCHOOL PLAN

PROCESS AND PROCEDURES

PREPARED BY

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Prepared for

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344

FOREWORD

One of the most important objectives of the U.S.O.E. funded Career Education Project implemented by the Detroit Public Schools was the development of a Career Education implementation plan by each of the project schools. In this particular project, fourteen schools were involved--eight elementary, four middle, and two high schools. These schools were originally selected on a feeder basis. That is, students from the elementary schools would attend the related middle schools, and students from the middle schools would attend the related high schools. On this basis, the school plans were developed in a workshop by teachers, administrators and counselor teams from each of the fourteen schools and related to the extent possible to the related school at the next higher level.

In establishing the basis for the development of the school implementation plans, three major requirements were established as critical elements: first, the planners should possess detailed understanding of all aspects of the school; second, the planners should have detailed understanding of the thrust/concepts/elements of Career Education; and third, the planners should possess a planning procedure and format which references necessary elements and provides space for logical notation. In the project, the three requirements were met as follows:

1. Each of the school plans were developed by local school personnel--teachers, counselors, administrators--who were knowledgeable of the local circumstances.
2. The first three days of the workshop dealt (in large part) with Career Education thrust/concepts/elements, and emphasis was placed on criteria and other aspects of a school plan.

3. A procedure and format for school plan development was discussed and is presented in the following attachment entitled "School Plan Format."

Of these three requirements, the one which became most obviously critical and required the most concentration was the development of a process which could be easily understood and employed by the school planning teams on a pragmatic, working level.

The remainder of this report contains a description of the plan--its elements and its structure.

SCHOOL PLAN FORMAT

The following pages present the format and elements employed in the development of project school plans. In this presentation, (1) the format is outlined, (2) each step or element is presented and discussed, and (3) actual work forms employed by the teams in recording their considerations of each step are included for reference.

I. GENERAL OUTLINE OF STEPS

A. Planning Guide

1. Identify Needs
2. Establish Goals
3. Establish Objectives
4. Identify Constraints
5. Identify Facilitators
6. Establish Implementation Procedures
7. Determine Involvement of Local Persons/Groups
8. Determine Relationships Between People and Groups
9. Determine the Amount of Time Required by Person and Groups
10. Determine the Nature of Involvement by People and Groups
11. Determine the Resources to be Employed
12. Establish Schedule for Implementation
13. Determine and State Expected Products
14. State Additional Considerations

B. Evaluation Guide (Product)

1. Establish Criteria for Each Objective
2. Determine if Objectives Are Achieved Relative to Criteria

C. Evaluation Guide (Process)

1. Determine Adequacy and Feasibility of Procedure
2. Determine Effect of Constraints/Facilitators
3. Determine Adequacy of People/Group Efforts and Relationships
4. Determine Adherence to and Feasibility of Time and Schedule Requirements

II. DISCUSSION

A. Planning Guide

The planning guide presented in this report is intended to assist school Career Education planning teams in developing a program which (1) is based on appropriate goals and objectives, (2) recognizes factors which are necessary and/or will facilitate/impede the program, and (3) recognizes factors required for implementation and management. Each of the fourteen steps involved is discussed below in terms of its intent and value.

Step 1. Identification of Needs

In order to determine if Career Education thrust, components, and related activities will be appropriate and useful, the needs of the curriculum must be determined and clarified. Since these needs should directly reflect student goals and aspirations in society, a clear statement of curricular requirements should be sufficient for assessment.

Step 2. Establish Goals

After the curricular requirements have been identified, goals or general statements of intent can be formalized. There may be one or several goal statements for each identified need.

Step 3. Establish Objectives

For each goal statement, two or more specific indicators of achievement should be formulated. These indicators should be stated as performance which are observable, measurable, and possible to achieve.

Steps 4 & 5. Identify Constraints and Facilitators

This step refers to the identification of any elements which will constrain or facilitate the school planning or implementation effort. Examples of elements to consider might include: facilities, rules and regulations, materials, people, schedule, etc.

Step 6. Establish Implementation Procedures

This step involves a specification of the specific process and process elements necessary to put the plan into effect.

Step 7. Determine Involvement of Local Persons and Groups

In order to institute the planning and implementation, it is essential that local individuals and groups be contacted and appropriately involved. The emphasis is toward local constituency who are knowledgeable of and have a stake in the school product.

Step 8. Determine Relationships Between People and Groups

When involving people and groups for local planning and implementation, it is necessary to avoid ill-fated associations. Consideration should be given to associate persons and groups who can work together to accomplish the objectives.

Step 9. Determine the Amount of Time Required by Persons and Groups

When involving individuals in a process, the actual amount of time involved is often not considered or it is underestimated. Consideration should be given to the amount of time actually required for success.

Step 10. Determine the Nature of Involvement by Persons and Groups

In addition to the amount of time to be spent, individuals in a process must be clear about the nature of their responsibilities. This will assist in negating conflicts and provide for optimum efficiency and effectiveness.

Step 11. Determine Resources to be Employed

It is essential that the extent, nature, cost, and availability of necessary resources be determined.

Step 12. Establish Schedule for Implementation

The time line with all of its action points should be established in an overview format.

Step 13. Determine and State Expected Products

A listing of expected products will provide all individuals involved with a concept of target and will assist in guiding their actions throughout the process.

Step 14. State Additional Considerations

Any other items which arise during or subsequent to consideration of the above should be clearly detailed.

B. Evaluation Guide (Product)

The establishment of any plan must include at least a minimal final determination of achievement of objectives. In order to accomplish this end, the following steps should suffice.

Step 1. Establish Criteria for Each Objective

Although criteria or standards of excellence should be explicit for each objective previously stated, it is useful to reaffirm the criteria explicitly at this time.

Step 2. Determine if Objectives Are Achieved Relative to the Criteria

The extent of achievement for each objective can now be determined. Based on the extent of achievement, revision can be considered and recycling can be accomplished as appropriate.

C. Evaluation Guide (Process

As the process is being effected, a continuing check on the procedures involved should be accomplished. This determination will allow for the recognition of procedural deficiencies and adjustments as required. The following steps should provide for the accomplishment of this task.

Step 1. Determine Adequacy and Feasibility of Procedure

The procedures should continually be considered in terms of their efficiency, effectiveness, and workability with persons and agencies.

Step 2. Determine Effect of Constraints and Facilitators

The constraints and facilitators identified in the planning guide should be considered for effect. Based on the findings, modifications may be required.

Step 3. Determine Adequacy of Person/Group Efforts and Relationships

Are the individuals and groups involved producing the required effort to accomplish the process tasks? Are the relationships between and among individuals and groups facilitating? Depending on the answers to these questions, the process may continue or personnel changes may be required.

Step 4. Determine Adherence and Feasibility of Time and Schedule Requirements

A constant consideration of the feasibility of established schedule must be accomplished. If the schedule cannot be maintained in the allotted amount of time, difficulties will occur with personnel, facilities, and even eventual achievement of objectives.

SCHOOL PLAN AND EVALUATION

WORK FORMS

SCHOOL PLAN FORMAT

A. PLANNING GUIDE

(1) NEEDS	(2) GOALS	(3) OBJECTIVES

(4) CONSTRAINTS	(5) FACILITATORS	(6) PROCEDURES

(7) WHO IS INVOLVED AT THE LOCAL LEVEL PEOPLE/GROUPS	(8) RELATIONSHIPS BETWEEN PEOPLE/GROUPS

(9) AMOUNT OF TIME INVOLVED	(10) HOW ARE PEOPLE/GROUPS INVOLVED	(11) WHAT RESOURCES SHOULD BE EMPLOYED

(12) SCHEDULE	(13) PRODUCTS	(14) OTHER CONSIDERATIONS

B. PRODUCT EVALUATION GUIDE

PLANNING OBJECTIVE	(1) CRITERIA	(2) ACHIEVEMENT LEVEL

C. PROCESS EVALUATION GUIDE

PROCEDURE		(2) EFFECT OF CONSTRAINTS	(2) EFFECT OF FACILITATORS
(1) ADEQUACY	(1) FEASIBILITY		

(3) ADEQUACY OF PROPLE/GROUP EFFORTS	(3) ADEQUACY OF PEOPLE/GROUP RELATIONSHIPS	(4) ADHERENCE TO TIME AND SCHEDULE REQUIREMENTS	(4) FEASIBILITY OF TIME AND SCHEDULE REQUIREMENTS

SUBSECTION E

THE INFUSION PROCESS

PREPARED BY

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COLLEGE of EDUCATION
WAYNE STATE UNIVERSITY
JUNE 1977

FOREWORD BY

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DETROIT PUBLIC SCHOOLS

BOARD OF EDUCATION OF THE CITY OF DETROIT
INCORP'D FEB 17.1842

Prepared under sub-contract with the
DETROIT PUBLIC SCHOOLS SCHOOL SYSTEM for
U.S. OFFICE OF EDUCATION
CONTRACT NUMBER 300760411

THE

INFUSION PROCESS

PREPARED BY

Robert C. Henderhan
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FOREWORD BY

Patricia Pettress
Project Director
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FOREWORD

Since the inception of Career Education as a major thrust in the early 1970s, there has been a considerable effort to conceptualize, detail, and integrate the defined product into the mainstream of American Education. To this end, many books and articles have been written; many local, state, and national plans have been developed; many funded and non-funded projects have been implemented, and many millions of dollars have been spent. Yet, as one views the current educational scene, it can only be concluded that (with notable exceptions) the percentage of return on these investments of time and money have been minimal.

Throughout the nation there exist elaborate plans which have been relegated to files or bookcases with no implementation in sight. There exist the remnants of projects which have fallen into disuse. Perhaps even more importantly, there exists a general misunderstanding about the nature and thrust of career education and even an antagonism towards its adoption. If one examines the situation carefully to look for the source of the misunderstanding or antagonism, it becomes very easy to find one's self emersed in a web of confusion. The reasons are many and they are interrelated--lack of adequate training, unqualified trainers, bureaucratic problems, lack of follow through, inadequate initial funding, lack of continued funding, and a significant lack of understanding of how Career Education can be integrated into the existing curriculum without significant curricular modification.

Within the context of the U.S.O.E. funded Career Education Project for a large urban setting, awarded to and being implemented by the Detroit Public Schools, an attempt has been made to treat each of these problems and to place them into perspective.

However, the problem of most immediate concern and most related to project success was the problem of integrating Career Education into the existing curriculum at the departmental and, most particularly, the classroom level. It was found that the concept of Career Education could be easily understood and accepted. It was also found that the process curricular integration (hereafter called INFUSION) was not understood and was the most initially resisted item on the agenda. Since INFUSION, particularly at the classroom level, is the most critical 'grass roots' element in the workability of Career Education, a workable process or model was considered essential to project success as a turnkey operation. An analysis of local, state, and national projects reviewed did not reveal a model which had a history of significant success, was easily understandable, and could be employed by the classroom teacher in their individual planning of lessons.

> This fact may also be a significant indicator related to the difficulties encountered with infusion throughout the nation. It may also be an indicator of why many projects have failed and general success has been minimal.

As a result, a new model was created which made use of the teacher's existing content knowledge and existing knowledge of representative activities. The pertinent aspects of this model are briefly presented on the following pages.

OVERVIEW

For the past several years, there have been significant national, state and local efforts mounted to (1) gain acceptance for the concept of career education in urban settings, and (2) extrapolate that concept into classroom instruction through the process of infusion. The first of these efforts has been relatively successful because it is conceptual and is supported by a massive amount of data. The second effort has been extremely unsuccessful because it (1) requires coordination and effort, (2) is not well understood, and (3) has no generally accepted or feasible procedure for implementation.

It will therefore be the purpose of this report to present (1) a workable concept of infusion which can be easily understood, (2) a workable procedure which can be easily implemented, and (3) an understanding of the coordination and effort which must be a part of the infusion process.

Introduction

The concept of infusion is not difficult to understand. It has been with us for centuries, particularly in the hard sciences. It simply means that one element is blended with another so that the first becomes a part of the second. As such, we may infuse or enter a chemical element into the blood stream or enter a element used for hardening into the making of steel. These instances are clear and the sensibility of each is easily understood because all of the elements involved can be identified and classified. In other words, we know the receiver and we know the element being infused.

However, in the education (as part of the social sciences) the concept of infusion has been more vague and therefore more difficult to accomplish. The reason for the vagueness is evident. In education we simply have more difficulty defining and classifying the elements. Specifically, we are often unsure of both our content goals and the goals of Career Education. Since these are the elements which must be blended through infusion, it stands to reason that vagueness and difficulty exists, and not much infusion is taking place in educational settings--particularly in the classroom. However, this circumstance need not exist. Infusion of Career Education into the curriculum is not difficult and certainly need not be vague. The remainder of this report will briefly describe the requirements for curricular infusion and a procedure for implementation.

Infusion

Infusion of Career Education into the existing curriculum is actually accomplished at the individual lesson level. Regardless of whether the ultimate aim is to infuse a unit of instruction of two months' duration or a year long sequence in a given discipline, the starting point is still the individual lessons which cumulate to make up the unit or year long sequence. With this point in mind, we may now consider four requirements or prerequisites to the infusion process:

1. the person(s) doing the lesson infusion must be expert in the content of the lesson
2. the person(s) must be able to establish learner goal(s) for the lesson
3. the person(s) must have identified and understand the meaning of Career Education goals
4. the person(s) must have identified and be able to employ a lesson planning process with integrated step(s) for infusion.

If all of these requirements are met, infusion can take place in the following basic manner:

first, the lesson planner identifies the lesson goal or goals.

second, the planner examines or considers the previously identified Career Education goals.

third, the planner asks the question, can I deal with any of the Career Education goals at the same time I am dealing with the content goal(s)?

NOTE: If the lesson planner clearly understands what he means by the content goal(s) and the Career Education goal(s), the preceeding question is normally not difficult to answer.

fourth, if the planner identifies a Career Education goal which can be treated simultaneously, a new goal is written which simply includes the thrust of both goals. The process is followed for each goal relationship found.

fifth, specific learner outcomes (behavioral objectives) are written for each expanded goal.

sixth, tests are written or devised for each objective.

seventh, an instructional strategy which includes activities and resources is developed to allow the learner to achieve the objective(s).

The general process described accommodates the requirements noted earlier and also provices a formal structure for the infusion of any known concepts into a typical lesson.

Remember, it is not difficult to infuse Career Education concepts into a well planned lesson. Difficulty arises only when a planner does not use a formal procedure, does not have a good grasp of lesson content, does not establish lesson goal(s), or does not understand the meaning of Career Education at the goal level. One or more of these deficiences can cause infusion to be vague, poorly done, or absent.

This Career Education Project in its first year workshop concentrated heavily on the infusion requirements and process by (1) detailing and reviewing the process, (2) identifying and establishing meaning for selected Career Education goals, (3) providing infused lesson planning forms, and (4) allowing each participant to create several infused lessons of their choice.

The appendix of this report contains a step-by-step outline* of the procedure employed, a lesson planning guide related to the procedure (and on which complete infused lessons could be described), and a listing of the instructional goals considered under four general headings or categories.

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*The basic format from which this procedure was adapted is contained in Instructional Design for Practitioners--In Plain English (Detroit, Michigan: Gail and Rice, The Creative Group, 1976).

APPENDIX

INFUSED LESSON
INSTRUCTIONAL DESIGN PROCEDURE

OUTLINE

STAGE I: PRE-DESIGN

Step 1. Specify Grade, Class, or Group
Step 2. Specify Discipline
Step 3. Specify Subject
Step 4. Specify Unit
Step 5. Specify Lesson
Step 6. Specify Lesson Content

STAGE II: GENERAL AND SPECIFIC INFORMATION

Step 7. Identify Learner Characteristics and Status
Step 8. Identify Constraints and Facilitators

STAGE III: LEARNER OUTCOMES

Step 9. Specify General Learner Outcomes (content)
Step 10. Specify General Learner Outcomes (Career Education)
Step 11. Specify Combined General Learner Outcomes
Step 12. Specify Specific Learner Outcomes

STAGE IV: LEARNER PRE-INSTRUCTION STATUS

Step 13. Develop Test(s) for Each Specific Learner Outcome
Step 14. Determine Pre-Test
Step 15. Administer, Record, and Evaluate Pre-Test
Step 16. Specify Prerequisite Skills
Step 17. Create Test Item(s) for Prerequisite Skills
Step 18. Administer, Record, and Evaluate Prerequisite Skills Test

STAGE V: INSTRUCTION STRATEGY

Step 19. Specify Instructional Tactic(s)
Step 20. Specify Instructional Method(s)
Step 21. Specify Instructional Activities
Step 22. Specify Resources

STAGE VI: IMPLEMENTATION OF INSTRUCTIONAL STRATEGY

STAGE VII: LEARNER POST-INSTRUCTION EVALUATION

Step 23. Determine Post-Test
Step 24. Administer, Record, and Evaluate Post-Test

STAGE VIII: REVISE INSTRUCTIONAL DESIGN AS REQUIRED

CAREER EDUCATION

LESSON PLANNING GUIDE

PRE-DESIGN INFORMATION

Grade Level or Grouping ______________________

Discipline ______________________

Subject ______________________

Unit ______________________

Lesson ______________________

Topic Outline ______________________

Page 2

GENERAL GROUP STATUS INFORMATION

DATA SOURCE	SCORES	MEANING

Page 3

GROUP TEST INFORMATION

DATA SOURCE	SCORES	MEANING

GENERAL INDIVIDUAL LEARNER INFORMATION

STUDENT	DATA SOURCE	SCORES	MEANING

Page 5

INDIVIDUAL TEST INFORMATION

STUDENT	DATA SOURCE	SCORES	MEANING

Page 6.

CONSTRAINTS AND FACILITATORS

CONSTRAINTS	FACILITATORS	EFFECT ON LEARNING DESIGN

INFUSION PLANNING FORM - I

GENERAL LEARNER OUTCOMES (Content)	GENERAL LEARNER OUTCOMES (Career Development)

INFUSION PLANNING FORM - II

GENERAL LEARNER OUTCOMES ontent and Career Development)	SPECIFIC LEARNER OUTCOMES

PREREQUISITE SKILLS AND TESTS

SPECIFIC OUTCOME	PREREQUISITE SKILLS FOR SPECIFIC LEARNER OUTCOMES	DESCRIPTION OF TESTS FOR PREREQUISITE SKILLS

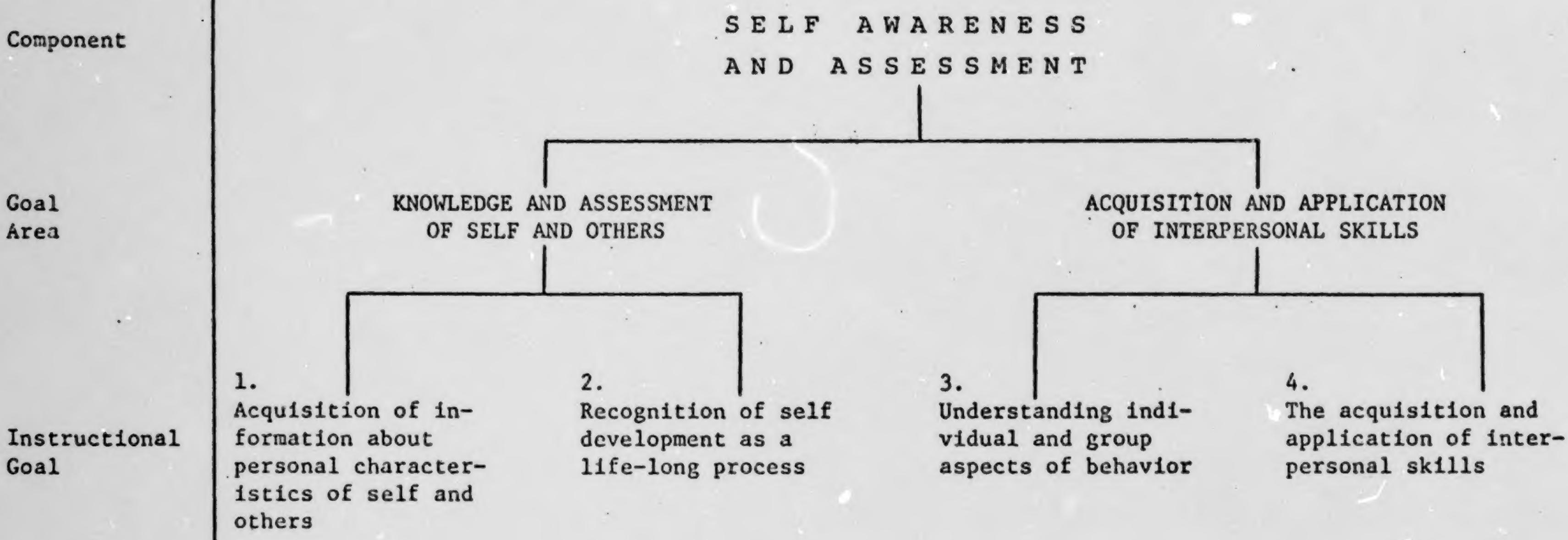
TESTS FOR SPECIFIC LEARNER OUTCOMES

SPECIFIC OUTCOME	DESCRIPTION OF TESTS FOR EACH OUTCOME	PRE-TEST ASSIGNMENT	POST-TEST ASSIGNMENT

INSTRUCTIONAL STRATEGY

SPECIFIC OUTCOME	TACTIC(S)	METHODS	DESCRIPTION OF ACTIVITIES	RESOURCES

CAREER EDUCATION
INSTRUCTIONAL GOALS



Component

SELF AWARENESS AND ASSESSMENT

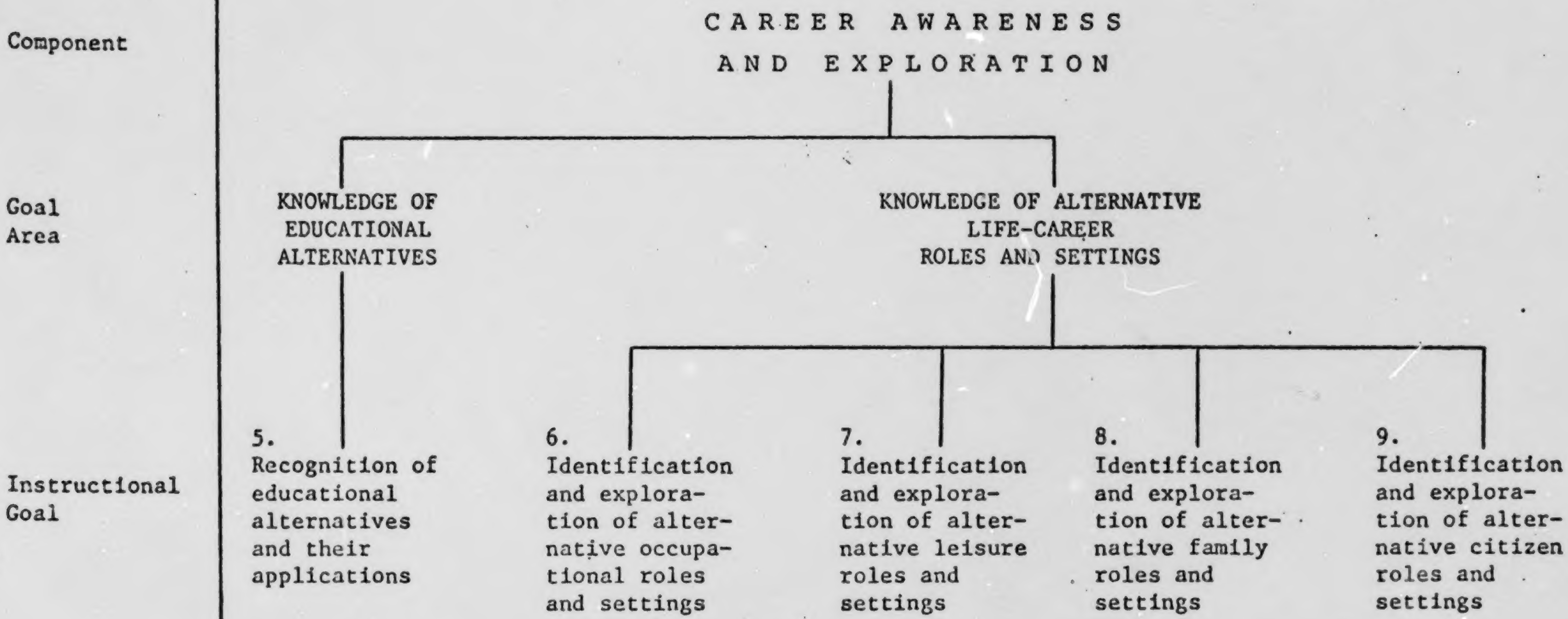
Goal Area

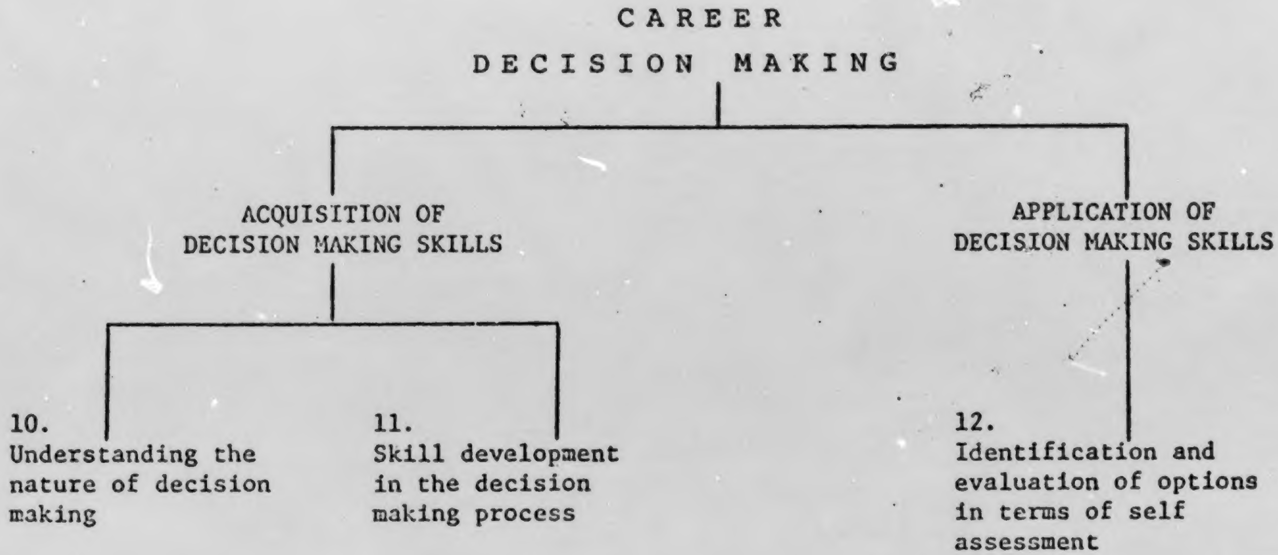
KNOWLEDGE AND ASSESSMENT OF SELF AND OTHERS

ACQUISITION AND APPLICATION OF INTERPERSONAL SKILLS

Instructional Goal

1. Acquisition of information about personal characteristics of self and others
2. Recognition of self development as a life-long process
3. Understanding individual and group aspects of behavior
4. The acquisition and application of interpersonal skills


Component
Goal Area
Instructional Goal
CAREER AWARENESS AND EXPLORATION
KNOWLEDGE OF EDUCATIONAL ALTERNATIVES
KNOWLEDGE OF ALTERNATIVE LIFE-CAREER ROLES AND SETTINGS
5. Recognition of educational alternatives and their applications
6. Identification and exploration of alternative occupational roles and settings
7. Identification and exploration of alternative leisure roles and settings
8. Identification and exploration of alternative family roles and settings
9. Identification and exploration of alternative citizen roles and settings



Component

CAREER DECISION MAKING

Goal Area

ACQUISITION OF DECISION MAKING SKILLS

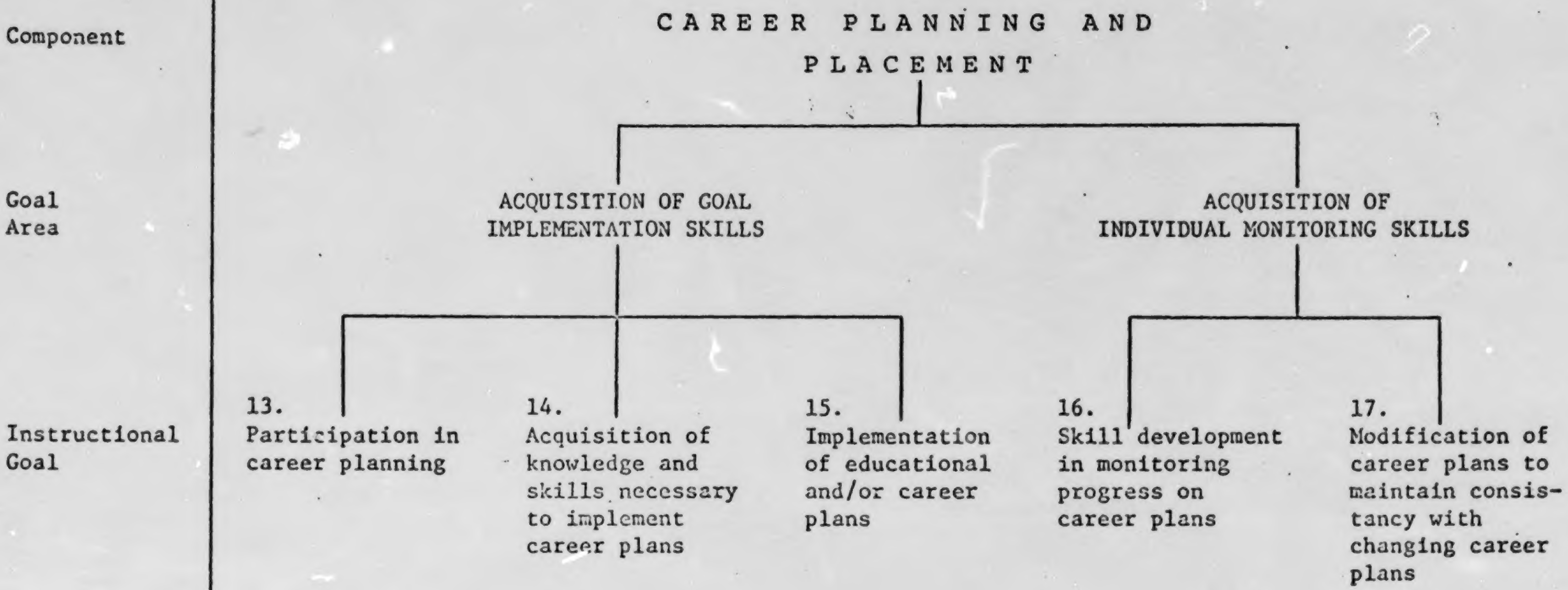
APPLICATION OF DECISION MAKING SKILLS

Instructional Goal

10. Understanding the nature of decision making

11. Skill development in the decision making process

12. Identification and evaluation of options in terms of self assessment


Component
CAREER PLANNING AND PLACEMENT
Goal Area
ACQUISITION OF GOAL IMPLEMENTATION SKILLS
ACQUISITION OF INDIVIDUAL MONITORING SKILLS
Instructional Goal
13. Participation in career planning
14. Acquisition of knowledge and skills necessary to implement career plans
15. Implementation of educational and/or career plans
16. Skill development in monitoring progress on career plans
17. Modification of career plans to maintain consistancy with changing career plans

SUBSECTION F

INFUSED LESSON EXAMPLES

Awareness and
Exploration

PRE-DESIGN INFORMATION

Grade Level or Grouping	Primary Unit
Discipline	Soc. Studies
Subject	Workers in our city
Unit	Ident. Family Roles in Our World of Work
Lesson	The Park Has Many Workers and Helpers
Content	

Plan 1

Willie Bell Perkins

Lillibridge School

Our families play an important role.

A park requires many kinds of workers.

We pay for our parks and its workers.

We can enjoy or destroy our parks.

The park is home for some animals.

The park is a place where many people use their leisure ti

INFUSION PLANNING FORM

General Learner Outcomes (Content)	General Learner Outcomes (Career Development)
The learner will be able to identify his role and the role of others in park maintenance. The learner will know how and where many people make use of their leisure time. The learner will understand how his family pays for vandalism. The learner will know the part he can play in "saving" the park animals (Ecology).	The learner will read stories and role-play the careers involved. The learner will know words associated with the world of work. The learner will understand that "park upkeep" requires many kind of workers. The learner will know how the park serves as a place for leisure time activities. The learner will understand the jobs involved in caring for animals and plants in the park.

INFUSION PLANNING FORM

General Learner Outcomes (Content and Career Development)	Specific Learner Outcomes
1. The learner will read, discuss and answer questions about stories involving family roles.	1.1 Given a story read by teacher, containing family roles, the learner will orally complete 5 multiple choice sentences about the story. (90% accuracy) 1.2 Given a story, to be read by learner involving neighborho roles the learner will complete five multiple choice sentences about the family.
2. The learner will describe the work involved in a given career.	2. Given a job description, the learner will say the appropriate title.
3. The learner will know the vocabulary (world of work words).	3.1 Given a career title orally the learner selects the title from 4 written choices with 90% accuracy. 3.2 Given a list of 15 world of work words, the learners will say these words with 90% accuracy.

TESTS FOR SPECIFIC LEARNER OUTCOMES

Specific Outcome	Description of Tests for Each Outcome	Pre-Test Assignment	Post-Test Assignment
3.1	On 8½ x 11 sheet teacher made list of words. 10 lines, 4 words on each line, the learner will circle the career word read. Directions I will say a word for each line. Circle the word that you hear. Place your marker on line 1	Sample of 4 words on board. Find the word pronounced.	20 lines, 20 words on 8½ x 11 sheet
1.1, 1.2	Teacher reads a story wherein 3 or more family or neighborhood roles are involved. Give the roles of each character. Given 3 story titles- Learner writes occup. roles for and in each story from a list of occupations.		
3.2	Teacher provides a list of 15 vocabulary words associated with work. The learner says words with 90% accuracy.	Words presented. Learner selects word called out.	Entire list
2.	Teacher reads an occupational description. Pupil selects correct title from 4 written choices 10 descriptions read Sheet made up of 10 lines-4 words on each line.		

406

407

Teacher-Learner
or Learner-Learner

Materials personnel

INSTRUCTIONAL STRATEGY

Specific Outcome	Tactic(s)	Methods	Description of Activities & Time It Will Take	Resources
1.1	T-Learners	Read and Discuss	Teacher reads stories about family roles.	
1.2	T-L		Stories about neighborhood roles or occup present in neighborhood	Our Working World
2.	L-L	Small Group	Role plays about Careers	Neighborhood Stories
3.1	L-L		Answers riddles or descriptions	
3.2	Ind. Act.		Word picture puzzles. Matches words with pictures.	Singer Film Strips
			Adds words to complete sentences.	
			Art activity to expand concepts.	
			Reads a story	
			Match meaning with word	
			Match word with definition	

408

409

CONSTRAINTS AND FACILITATORS

Constraints	Facilitators	Effect on Learning Design
Class size 34 (3 with no kdgtn experience		Individual needs could be more adequately met with smaller class.
	Teacher Aide is available in A.M. and last 50 min. of school day.	Helps with check list of skills already mastered and provides reinforcement for indiv. weaknesses.
	Curricular Leader is available.	Aids in asses. of indiv. needs and recommends activities and resource people.
No Librarian available		Teacher must find time and materials to provide for indiv. interests in the 50 min. period allowed.
Learning games have missing parts.		Time is wasted trying to assemble or substitute parts
Hoffman System has lost or broken records		Needed reinforcement can not be given with Hoffman. Teacher must use alternate reinf.
1st Books unavailable in Sept.		We begin with what we have. Slower pupils suffer.
	Team Teaching is allowed.	Teachers may group students in flexible ways.

PRE-DESIGN INFORMATION

Grade Level or Grouping	8 Secondary
Discipline	Social Studies
Subject	Current Affairs
Unit	Using the Newspaper
Lesson	Want ads/ Employment
Content	1. Job Vocabulary 2. Job Qualification 3. Changing Technology

Julie M. Rambo - Foch

Diane L. Thomas - Knudsen

Bonnie B. Tucker - Southeastern

Wasyl Karpenko - 097180 - Foch

Irma J. Gillum - Southeastern

Ronald Yee - Foch

Joyce L. Thompson - Southeastern

William Jordan - Knudsen

Walter Wesley - Foch

Alan Borrelli - Southeastern

GENERAL

GROUP STATUS INFORMATION

Data Source	Scores	Meaning
Not Available		

GROU

TEST INFORMATION

Data Source	Scores	Meaning
Not Available		

GENERAL

INDIVIDUAL LEARNER INFORMATION

Student	Data Source	Scores	Meaning
Not Available			

INDIVIDUAL

TEST INFORMATION

Student	Data Source	Scores	Meanin
Not Available			

CONSTRAINTS AND FACILITATORS

Constraints	Facilitators	Effect on Learning Design
1. Lack of funds		1. Students may have to share newspaper
	1. Federal funds may absorb cost of newspaper.	Each student may have his/her own newspaper
2. Class size too large		Prohibits individualized instruction
	2. Media Center	Visual materials will accommodate various student learning styl
	3. Newspaper publishers have built-in lesson plans.	Assists teacher in presentation of clear systematic plan
3. Problems for scheduling field trip.		Students will not be able to view the job experience.

INFUSION PLANNING FORM

General Learner Outcomes (Content)	General Learner Outcomes (Career Development)
1. The learner will be able to understand the job descriptions from the newspaper want ads, i.e. understand job vocabulary.	1. Identification and exploration of alternative, occupational roles and settings
2. The learner will be able to understand the differences between various jobs and their qualifications.	2. Acquisition of knowledge and skills necessary to implement career plans.
3. The learner will be able to recognize job limitations in terms of a changing society.	3. Modification of career plans to maintain consistency with changing career goals.

INFUSION PLANNING FORM

General Learner Outcomes (Content and Career Development)	Specific Learner Outcomes
1. The learner will be able to understand job descriptions and relate those to the various occupational roles and settings.	1. The student will be able to turn to the Classified section identify the various jobs, and restate the job description in his/her own terms.
2. The learner will be able to understand the difference between various jobs and their qualifications in order to implement career plans.	2. Given a job description the student will be able to identi the prerequisite skills for holding the job.
3. The learner will be able to recognize job limitations consistent with changing career goals.	3. The student will be able to state why some jobs become obsolete and give three examples of obsolete skills.

TESTS FOR SPECIFIC LEARNER OUTCOMES

Specific Outcome	Description of Tests for Each Outcome	Pre-Test Assignment	Post-Test Assignment
1.	Given a specific want ad, the student will be able to identify the characteristics of a job in terms of its vocabulary.	1. Exploration of five want ads by the student.	Test
2.	Given a job description, the student will be able to identify the correct prerequisite skill.	1. Discussions, and visuals on prerequisite skills.	Test
3.	Given a job description, the student will be able to assess future changes.	1. Student research on changing technology.	Test

PREREQUISITE SKILLS AND TESTS

Specific Outcome	Prerequisite Skills for Specific Learner Outcomes	Description of Tests for Prerequisite Skills
1	Administer pretest on classified section in order to determine: A. Vocabulary facility B. Job qualifications and prerequisites C. Jobs in light of a changing society.	1. Using duplicated test, students will answer ten true or false questions relating to vocabulary, qualifications and technology.

TESTS FOR SPECIFIC LEARNER OUTCOMES

Specific Outcome	Description of Tests for Each Outcome	Pre-Test Assignment	Post-Test Assignment
1.	Given a specific want ad, the student will be able to identify the characteristics of a job in terms of its vocabulary.	1. Exploration of five want ads by the student.	Test
2.	Given a job description, the student will be able to identify the correct prerequisite skill.	1. Discussions, and visuals on prerequisite skills.	Test
3.	Given a job description, the student will be able to assess future changes.	1. Student research on changing technology.	Test

INSTRUCTIONAL STRATEGY

Specific Outcome	Tactic(s)	Methods	Description of Activities	Resources
1	Teacher/Learner	Discussion/ Demonstration	Using the classified section of the local newspaper.	Newspaper, chalkboard, chalk, paper, pencils and visual aids.
2	teacher/learner learner/learner	discussion/ demonstration intra-activity among students.	Use of visuals and the classifed section of the local newspaper to research career opportunities and their qualifications	
3.	teacher/learner	research/ discussion	Use of library and other media facilities to inform the learner of changing job trends followed by group discussions.	

PRE-DESIGN INFORMATION

Grade Level or Grouping	11th
Discipline	Social Studies
Subject	American History
Unit	Industrialization of America
Lesson	Giants of Industry
Content	

William Mercer
Southeastern

1. Concept of industrialization
2. Impact of industrial leaders/industrial growth
3. Biographical sketches of industrial leaders
4. Interrelationships between leadership/enrironment/industry

GENERAL

GROUP STATUS INFORMATION

Data Source	Scores	Meaning
1. Standardized tests 2. Student grade profiles	Grade equivalent (range of reading scores).	Information on reading levels/general skill competence/student grades should provide sufficient background for evaluating individual student needs.

TEST INFORMATION

Data Source	Scores	Meaning
Pre-test	Class average 85%	Many of these students have had the opportunities for developing an understanding of concepts and interrelationships of industrialization.
Prerequisite test		Students do not need prerequisite test for this particular assignment.
Post-test	90%	Class scored 90% or better on post-test.

CONSTRAINTS AND FACILITATORS

Constraints	Facilitators	Effect on Learning Design
Personnel	Librarians available	Can assist students in selecting appropriate materials.
Materials: Testing information available for 9th grade level	Materials available in library.	Instruction must proceed based on 9th grade testing evaluations. Students can select apprppriate materials for use in research or independent study.
Physical facilities:		
Classroom may lack audio-visual facilities. Limited audio-visual materials.		Limits student experiences.
Class size: 35		Large class size limits learning options.
Rules/Regulations: No money for field trips.		Students will not receive first hand information regarding various life activities.
Training: Little time allocated for in-service training.		Staff does not have time to develop pre-test/post-test materials, etc.

INFUSION PLANNING FORM

General Learner Outcomes (Content)

1. Students will become familiar with:
    a. leaders of American industry.
    b. the influence of industrial leaders on America.
    c. the relationship between leadership/environment/and the growth of industry.

2. Students will understand:
    a. the concept of industrialization.
    b. how people/environment/industry growth interact.

3. Students will apply:
    a. prior knowledge to relate early industrial growth to industry today.
    b. knowledge and understanding regarding industrialization and project influence of industry to America of the future.

General Learner Outcomes (Career Development)

1. Students will:
    a. acquire information about personal characteristics of self and others.
    b. understand the nature of decision-making.
    c. recognize the interactive relationship of individual and group roles.
    d. understand the variety and complexity of careers.
    e. be able to identify the characteristics of the preparations for various careers.
    f. understand the relationship of one's career to one's lifestyle.
    g. be able to formulate and evaluate goals.
    h. be able to identify, gather, and apply information.
    i. be able to understand how one can influence his/her future by making decisions and acting on them.
    j. be able to relate their interests/aptitude information to careers.

INFUSION PLANNING FORM

General Learner Outcomes (Content and Career Development)	Specific Learner Outcomes
1. Students will become familiar with: 1.1 the personal characteristics of the leaders of American industry.	1.1 Given a list of personality traits, students will identify those traits which appeared to be most evident in American industrial leaders with 90% accuracy.
1.2 the interactive relationships of individuals and groups in the industrial world.	1.2 Given a list of generalizations about the interaction of individuals and groups, students will identify those generalizations which are appropriate to the industrial world. Accuracy is 90%.
1.3 the variety and complexity of careers in industry.	1.3 Given a list of occupational clusters, students will identify those occupations which belong to the various clusters. Accuracy is 90%.
2. Students will understand: 2.1 the concept of industrialization.	2.1 Given an explanation of the concept of industrialization, students will be able to write a paragraph (in their own words) restating the concept. Accuracy is 90%.
2.2 the relationship of one's career to one's lifestyle.	2.2 Given a description of particular occupational area, students will be able to identify those characteristics which might be appropriate to their lifestyle. Accuracy is 90%.
2.3 the nature of decision-making.	2.3 Given a list of characteristics which are components of the decision-making process, students will be able to arrange these characteristics in the proper sequence. Accuracy is 90%.
3. Students will be able to: 3.1 identify, gather, and apply information related to industrialization.	3.1 Given a list of items, students will identify those items which are closely related to industrialization. Accuracy is 90%.
3.2 apply their knowledge and understanding of industrialization and make projection about their future and personal career decisions.	3.2 Given a description of the present economic climate, studen will be able to make some projections about career opportunities in the future.

PREREQUISITE SKILLS AND TESTS

Specific Outcome	Prerequisite Skills for Specific Learner Outcomes	Description of Tests f Prerequisite Skills
All	Reading and interpretation skills.	Standardized tests.

TESTS FOR SPECIFIC LEARNER OUTCOMES

Specific Outcome	Description of Tests for Each Outcome	Pre-Test Assignment	Post-Test Assignment
1.1	Teahcer made test. A list of ten personality traits will be used. Students will circle those traits which would be most evident in American industrial leaders. Time: 5 min. Accuracy is 90%.	The lives of 3 industrial leaders wouldnbe studied by the class. Personality traits would be identified.	Entire test item.
1.2	Teacher made test. A list of generalizations (15) will be presented to the students. Students will underline those statements which relate to the industrial world. Accuracy is 90%. Time: 10 min.	Students/teacher will create a list of generalizations relating to industry as per reading.	Entire test item.
1.3	Teacher made test. A list of three occupationsl clusters will be used: twenty-five specific occupations will be used. Students will match the cluster and appropriate occupations. Accuracy is 90%. Time is 15 min.	Students/teacher will review concept and occupations.	Entire test item.
2.1	Test item will involve writing a paragraph on the concept of industrialization. Accuracy will be based on writing skill as well as correct information. Time: 10 min.	Students/teacher will review concept of industrialization.	Entire test item.
2.2	Students will be given a teacher-made list of ten characteristics relating to a particular occupational area. A matching list of ten characteristics relating to life-styles will be given. Students will underline those life-style characteristics which seem most appropriate to the occupational area. Accuracy is 90%. Time: 5 min.	Students will examine characteristics of several occupational areas; will list lifestyle	Entire test item.

TESTS FOR SPECIFIC LEARNER OUTCOMES

Specific Outcome	Description of Tests for Each Outcome	Pre-Test Assignment	Post-Test Assignment
CONT.			
2.3	Teacher made test. Students will be given a list of ten decision-making steps (which are in incorrect sequence). Students will rearrange steps to correct sequence. Accuracy is 90%. Time 10 min.	Decision-making will be step itemized by students/ teachers.	Entire test item.
3.1	Students will be given a list of 25 statements. Students will underline those items that are most closely related to industrialization. Accuracy is 90%. Time: 20 min.	A sampling of statements will be presented to students.	Entire test item.
3.2	Teacher made test based on current information about career opportunities. Students will make a listing of jobs/occupations which appear to be most promising for the next 10-20 years. Subjective judgment-completion of exercise satifies measurement/success. Time: 20 min.	Students will have the opportunity to examine job projection information.	Entire test item.

INSTRUCTIONAL STRATEGY

Specific Outcome	Tactic(s)	Methods	Description of Activities	Resources
1.1	T-Learners	Lecture, Demonstration	Teacher will list the names of industrial leaders on the board. Students/teacher will provide list. Teacher will provide minimal background information. Teacher/students will develop a list of personality traits which can be used in studying industrial leaders.	Board
	Student-Independent	Individual work by student.	Students will study pages 431-435, The Impact of Our Past. Students may read biographical sketches of industrial leaders.	Textbook, The Impact of Our Past, Weisberger. Library/supplementary resources.
	Learner-learner	Small group activity.	Class can be divided into small groups. Each group will select an industrial leader and develop a list of identifying characteristics for that leader.	Library/supplementar resources.
1.2	T-Learner	Lecture-Demonstration	Teacher/students will develop a list of generalizations which relate to the industrial world.	Board
1.3	"	"	Teacher/studemts will develop a list of occupational clusters and related specific occupations. A filmstrip on careers will be shown.	Board/overhead projecter. Slide/filmstrip on career
2.1	T-Learner	Lecture-Demonstration Tutorial and Individual work by student.	Teacher will provide background information on the concept of industria action. Students will study pages 437-462, The Impact of Our Past.	Board/ overhead projector.

INSTRUCTIONAL STRATEGY

Specific Outcome	Tactic(s)	Methods	Description of Activities	Resources
2.2	T-Learners1	Lecture-Demonstration	Students/teacher will develop a list of characteristics of a particular occupational area. Students/teacher will develop a list of characteristics relating to lifestyles.	Board/overhead projectors.
2.3	T-Learners Student/Independent	" Individual work	Teacher/students will examine the decision-making process and develop sequential steps. Student will take a decision and then write down the steps taken to arrive at that decision.	Board/overhead projector.
3.1	See 1b			
3.2	T-Learners Student/Independent	Lecture-Demonstration	Teacher will provide background information on career opportunities. Students will examine a variety of pamphlets relating to career opportunities.	Career pamphlets.

450

451

SUBSECTION G

EVALUATION OF THE DETROIT PUBLIC SCHOOLS
CAREER EDUCATION PROJECT
1976 - 1977

FUNDED UNDER CONTRACT WITH
OCCUPATIONAL AND ADULT EDUCATION BRANCH,
UNITED STATES OFFICE OF EDUCATION

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Mrs. Faith Cox, Typist

Department of Research and Evaluation
Office of Research, Planning, and Evaluation
Detroit Public Schools

August 1977

TABLE OF CONTENTS

Page

CAREER EDUCATION PROJECT 1

  Introduction 1
  Program Goals 1
  Operational Plan 2
  Selection of Schools 3
  Needs Assessment 3
  Training Program Development 3
  Implementation 3
  Evaluation 3

EVALUATION OF THE CAREER EDUCATION PROJECT — PHASE I 5

  Implementation of the Career Education Program 5

    Needs Assessment 10
    Community Involvement Plan 11
    Business/Labor/Industry Involvement Plan 11
    Training Program Design 13
    Evaluation Design 14
    Administrative Contacts 15
    Contacts with Project Staff 15
    State and National Contacts 16
    Career Education Advisory Committees 17

  Evaluation Procedures and Results 19

    Selection of Project Schools 19
    Needs Assessment 25
    Evaluation Findings 26
    Training Program Development 28
    Content of Training Program 28
    Instructional Design 28
    Evaluation of the Training Workshop 34

      1. Questionnaire 34
      2. Pre-Post Testing 41

    Implementation 43

  Summary and Conclusions 44

LIST OF TABLES AND DISPLAYS iii

ITEMS IN THE APPENDIX iv

TABLES AND DISPLAYS

Page

1. General Program Stages 4

2. Table I, Selected Characteristics of Title I Senior High Schools in Detroit, 1976 20

3. Table II, Standard Scores and Total Weights of Characteristics Listed in Table I 21

4. Table III, Selected Characteristics of Northeastern and Southeastern "Feeder" Schools 22

5. Table IV, Region 1: Northeastern High School Constellation, Attendance Area - Feeder Pattern 23

6. Table V, Region 8: Southeastern High School Constellation, Attendance Area - Feeder Pattern 24

7. Function Chart Combining Tasks 6.7.8. 29-30

8. Instructional Design Procedure - Outline 33

ITEMS IN THE APPENDIX

Page

APPENDIX A

Articulation Agreements between Business/ Education Alliance and Urban Career Education Project, Detroit Public Schools A-1

APPENDIX B

Evaluation Questionnaire -- Workshop Participant -- Assessment of Staff Development B-1

APPENDIX C

Infusion Planning Packet C-1

APPENDIX D

Training Workshop -- Pre-Post Test D-1

CAREER EDUCATION PROJECT

Introduction

The effort of the Detroit Public Schools to infuse career education into its schools began in 1964 with one of the first career education projects in American Schools, the Developmental Career Guidance Project which has operated continuously since that time and tripled in size as local school councils voted their Title I funds to be used to secure career education for their children. The Detroit community has endeavored to provide additional career education for its students by initiating other career projects. Due to limited funding available, the size and scope of these projects were limited to only a few of over 300 schools.

The career infusion process implemented by the Detroit Public Schools' Career Education Project demonstrates an effective method to accomplish the introduction of career education into all schools regardless of the amount of funding available.

Some features that distinguish the Detroit Public Schools' Career Education from other such programs are the following:

1. It is comprehensive in that it coordinates efforts to infuse career education at all educational levels in the school system -- elementary, middle school (junior high) and senior high school.

2. It infuses career education.

3. It involves the business-labor-professional-governmental-university community.

4. It includes opportunity for teachers to be trained in the career education infusion process.

5. It sustains the commitment to Career Education in the school desegregation order the district is presently under.

6. It sustains the commitment to upgrading the quality of education for all children in Detroit.

7. It provides a Career Education Resource Center for staff and students.

8. It is sustained by a coordinated support system.

Program Goals

1. The Career Education project activities are expected to increase student motivation to acquire basic skills because students will see why adult workers need these skills and how they use them in their occupations.

2. The project school staffs will increase the variety of curriculum innovations, settings, and materials offered to assist students acquire basic skills as a result of career education offered to twenty-five percent of each school's staff.

3. Students will develop a career self-concept.

4. Students will demonstrate improved work habits.

5. Students will become capable of choosing a personally meaningful set of work values.

6. Students will incorporate work values into their personal value structure.

Operational Plan

The operational strategy for the Career Education project was to implement the project in five stages. The first involved the selection of two academic senior high schools, four junior high schools (middle schools), and eight elementary schools ranked according to the criteria outlined in the RFP:

1. High welfare rolls -- as shown by the percentage of families classified as receiving welfare or ADC in each of the eleven high school areas of the city.

2. High dropout rates -- as shown by the school system reports.

3. Large concentration of low-income population -- as shown by the percent of families below the poverty level.

4. Generally low basic skill achievement scores -- as shown by each school's reading and mathematics mean standardized test scores.

5. Large concentration of minorities -- as shown by the percent of minority students enrolled.

6. High unemployment rates -- the current unemployment rate (February 1976) for all of Detroit is 16.2 percent obtained from the Michigan Employment Security Commission and should be considerably higher in the area of the eleven (11) Title I high schools - if it were possible to obtain a breakdown of the city's rate.

The second stage involved the conduction of a needs assessment of parents, staff and the business/labor/industry complex measuring both the desire for and competencies in the area of career education; the third involved the development of a Training Program; the fourth stage involved the implementation of the training program; the fifth involved the evaluation of the above four stages.

In the display on page 4, these five general program stages are shown along with a listing of the eleven (11) tasks for implementation as required of contractors by the U. S. Office of Education. With this operational strategy in focus, all requirements for each stage of Phase I and the corresponding tasks could be satisfied as efficiently as possible.

Selection of Schools. The prime strategy of this comprehensive effort was to select the most eligible schools using these selection criteria: dropout rate, the Title I poverty index, percentage of minority students, and the degree of academic achievement as measured on standardized instruments.

In order to accomplish this task, it was necessary to examine the eligibility of all schools within the eight decentralized geographical regions of the Detroit Public Schools.

Needs Assessment. There were two major thrusts in the needs assessment. The first measured the desire for career education in each of the effected groups: students, teachers, counselors, administrators, community, business, labor, and government. The second thrust was divided into three parts. Part one involved making a competency based assessment of the knowledge of career education possessed by the student, teacher, counselor, and administrator. Part two measured the competencies of the students on a series of objectives. The third part reported on the current levels of career preparation measured in the Detroit Public Schools achievement testing program.

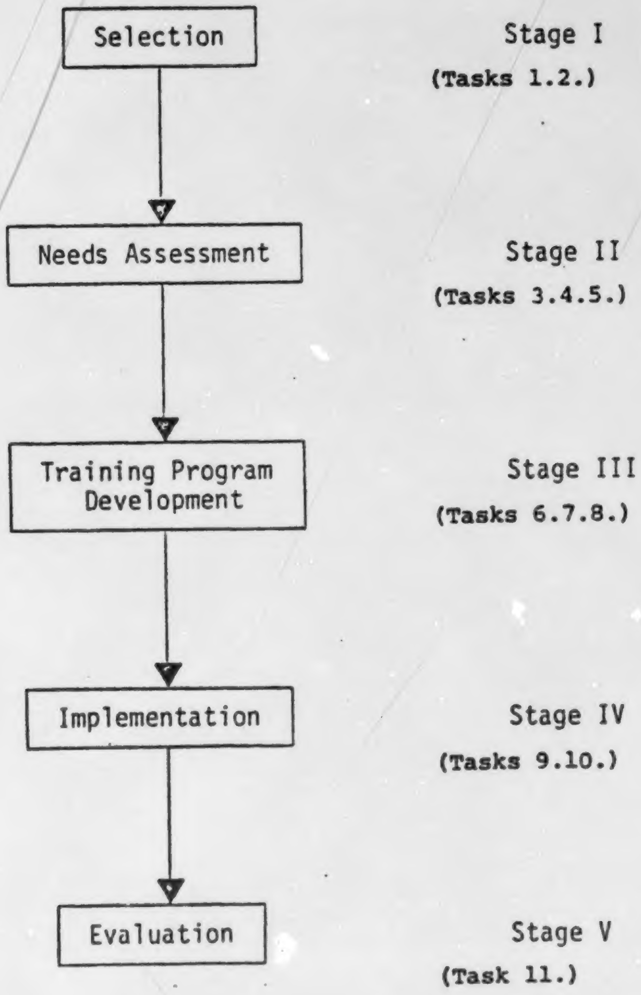
Training Program Development. The total training system was designed to instruct administrators, board members, teachers and counselors in the Infusion Process for career education in the Detroit Public Schools. A major emphasis in the training was Instructional Design and cooperative planning by members of school staffs to create a unique career infusion plan consistent with their total school needs.

Implementation. The implementation of the Training Program occurred during a two week workshop at the Mercy College Conference Center. The objectives for the training program were competency-based and formulated from the training requirements derived in the Needs Assessment. Appropriate strategies were developed by the project task force to deal with these objectives and the content of the workshop.

Evaluation. The evaluation focus during Phase I of this Career Education Demonstration project was on process description (the activities of the project director and the implementation of the five program stages in Phase I) and on obtaining baseline data for both the needs assessment and the development and implementation of the Training Program.

GENERAL PROGRAM STAGES

PHASE I


Selection
Stage I
(Tasks 1.2.)
Needs Assessment
Stage II
(Tasks 3.4.5.)
Training Program Development
Stage III
(Tasks 6.7.8.)
Implementation
Stage IV
(Tasks 9.10.)
Evaluation
Stage V
(Task 11.)

EVALUATION OF THE CAREER EDUCATION PROJECT -- PHASE I

This section of the report is divided into two major parts, the first dealing with the management of the implementation of the Career Education Project by the project director, Mrs. Patricia Pettress, and the second with the accomplishment of the specific proposal tasks during Phase I (first year of operation).

Implementation of the Career Education Program

Data sources for the activities of the project director in the management of the implementation of the Career Education Project included all logs maintained during the project year, direct observation of her activities, and personal interviews conducted by the evaluator.

Examination of all available data revealed that the activities of the project director were concerned with:

1. Implementation of the Proposal Tasks
2. Needs Assessment
3. Training Program Design
4. To develop the Business/Labor/Industry Involvement Plan and the Community Involvement Plan, meetings were held with:
    a. Regional Superintendents,
    b. Principals and staffs,
    c. Representatives from business, labor, professional, governmental, and universities.

It must be pointed out that implementation of this project meant careful attention had to be given to all existing administrative relationships within the school district of the City of Detroit. Decentralized by legislative mandate, the Detroit Public Schools are administered in eight geographical regions. Each region has a superintendent and support staff. Also, a five-member Board of Education is elected from each region, the largest vote getter also sitting on the Central Board of Education. In addition to the eight regional representatives, five citywide Board of Education members are elected so that the Central Board consists of thirteen persons.

Generally, the Region Boards of Education are responsible for the operation of the schools within their region, for the curriculum, for the hiring of staff and for the implementation of all educational and support programs. The Central Board is responsible for the district's finances and the over-riding policy identified to be common to all regions.

In examining all data on implementation of this project, there is overwhelming evidence of the skillful leadership demonstrated by the project director, Mrs. Patricia Pettress, in not only communicating the objectives of the project, sensitively meeting and answering concerns raised by principals, teachers, counselors and community persons, but also in securing true commitments on the part of all persons who indicated a strong willingness to participate in the project and committed themselves to the success of the effort.

Northeastern High School and its feeder schools are located in Region One. Southeastern High School and its feeder schools are located in Region Eight. Each Region Superintendent has made a strong commitment to the Career Education program and has assigned regional support staff to provide assistance.

Additionally, special attention has been focused on this project by key executive administrators in the Detroit Public Schools:

1. Dr. Melvin Chapman, Deputy Superintendent of the Division of Educational Services not only fully supports the implementation of the Career Education Program, but also regularly attends meetings with business, labor, professional, governmental and university groups as keynote speaker about the Career Education program.

2. Dr. Louis D. Monacel, Assistant Superintendent of the Office of Curriculum, Staff Development, Federal, State and Special Programs, reviews all project logs and data, and also attends all of the meetings scheduled for Career Education Planning District 41 Council as well as all executive staff meetings on behalf of Career Education.

3. Dr. Arthur Jefferson, General Superintendent of Detroit Public Schools, has expressed his interest and commitment to this project in meetings with U. S. Office of Education representatives and in letters written to the U. S. Office of Education.

Following careful examination of the requirements and objectives for the Urban Career Education Project for the Detroit Public School system, the project director developed strategies in order to systematically achieve the designated requirements and objectives for this contract.

The project director's activities can be divided into four areas: administration, contacts with project staff, contacts with the business-labor-professional-governmental-university community, contacts with school staffs, and activities at state and national levels. An examination of the director's logs revealed that all contacts and meetings were scheduled with attention to reach the desired outcomes within the specified time frames -- vital in a project which could serve as a model for other urban school districts.

Following is a listing of completed and incomplete tasks as reported by the project director during the first quarter of implementation:

COMPLETED TASKS:

1. Submission of the original proposal -- April 1976.
2. Selection of the Detroit Public Schools as contract awardee -- August 15, 1976.
3. Past and present career education efforts in the Detroit Public Schools were described and evaluated in the Career Education proposal on pages 14-18 as required by the contract.
4. Fourteen project schools were selected and described based on the guidelines included in Part II, Section A, Phase I, Number 2 of Attachment C, Scope of Work of RFP 76-41. The guidelines for schools selected are:

    a. High welfare rolls
    b. High dropout rate
    c. Large concentration of low-income population
    d. Generally low basic skill achievement scores
    e. Large concentration of minorities
    f. High unemployment rates

    The schools selected for the project are:

    a. High Schools - Northeastern
    - Southeastern

    b. Middle Schools - Spain
    - Knudsen
    - Foch
    - R. Robinson

c. Elementary Schools - Campbell
- Williams
- George
- Lincoln
- Lillibridge
- Scripps
- Keating
- Stark

5. Confirmation of commitment and cooperation of regional and local school personnel was obtained on September 22, and October 5, 1976, at meetings held for this purpose.

6. The process of selecting permanent project personnel was begun in early October. The selection of a project director was completed and became effective on November 22, 1976. The selection of a permanent assistant director was completed and became effective on January 3, 1977.

7. A set of preliminary career education goals and objectives has been completed by the contract consultant.

8. Needs Assessment Instruments.* The complete needs assessment packet is now ready for review by the U.S. Office of Education. Completed tasks necessary for (8):

   A. Compilation of available Career Education instruments for pretests and evaluation purposes.

   B. Development of questionnaires for individual and group interviews and mail surveys to all identified groups (e.g., regional and local school personnel, students, community and business) in review.

   C. Requests to commercial vendors and the State Department of Education for Needs Assessment Instruments.

---

*Needs Assessment basis -- The Needs Assessment Survey uses a dual and concurrent approach to establish a basis for the project:

(1) Determine desire for a Career Education program from students, community residents, local business, labor and industry, for if it does not have a good measure of support, it will probably fail regardless of the program design and leadership quality.

(2) Determine competency-based need for a Career Education program in the selected schools, for a current level of knowledge of the primary participants must be determined in the areas of career development and career preparation. This competency-based assessment will provide the primary data from which a training program can be developed and infusion take place.

464

INCOMPLETE TASKS:

1. Administrative logistics are in progress for the implementation of the needs assessment survey, evaluation of same, teacher training program, etc.

2. Administration of questionnaires to the identified groups is in the planning stage.

3. Development of tasks for completion and submission of a community involvement plan (contracts are currently in progress for the development of such a plan).

4. Development of tasks for completion and submission of Phase II proposal (will be added to the Project Book which contains the complete program for implementation of the Career Education Project):

    a. Selection of appropriate schools
    b. Conduct needs assessment
    c. Synthesize results
    d. Establish training requirements
    e. Develop training program
    f. Implement training program
    g. Conduct process evaluation, etc.

5. Development of tasks for completion and submission of Phase II evaluation plan (to be added to the Project Book).

6. Selection of control schools (information is being gathered for the selection of schools in another region with similar demographic backgrounds as the Project schools).

PROJECTIONS FOR INCOMPLETE TASKS:

1. Administration of needs assessment -- Upon completion, administration and analysis of the instruments to be used, adequate materials will be either purchased or reproduced for use with the participating schools. It is presently anticipated that the needs assessment should be completed in the two project high schools by mid-February and in the middle schools and elementary schools by the end of February 1977. This time frame will take into consideration the Christmas recess, lead time needed for procurement of materials required for the assessment, administrative logistics, and training of test administrators.

2. Compilation and evaluation of data gathered from the needs assessment should be completed by late March 1977.

3. Selection of control schools -- Every effort will be exerted to complete this task by the end of the first semester of the school year, January 28, 1977.

Keeping in mind that Detroit Public Schools' Urban Career Education program was to be a model, the project director reported progress in implementation focusing on the main target concerns of implementation. In the pages that follow, the network of completed tasks with reporting of tasks in progress, as well as projections for completion of tasks, is shown for the second quarter of project implementation. Each task mentioned was important in implementing the project. The reader is reminded that many of the tasks were on-going simultaneously.

Needs Assessment

COMPLETED TASKS:

1. The needs assessment instruments were selected and reviewed by the project director and U.S.O.E. project officer.
2. Scheduling for administering these instruments in the schools.
3. Teachers were hired and trained to administer tests to the designated student groups.
4. Tests were administered to student groups by teacher testers in all schools except one high school.
5. Plans have been completed for two luncheons for community members in order to introduce them to the program and have them complete the needs assessment instruments.
6. Most schools have completed teacher, counselor, and administrator surveys.

INCOMPLETE TASKS:

1. Community surveys will be completed on March 11 and March 16, 1977, at luncheons for each region in the project.
2. Business/Labor/Industry surveys are being handled by two B/L/I groups. A workshop is being planned in conjunction with the Detroit Chamber of Commerce and General Motors Corporation. A meeting has been proposed with a local Black businessmen's group for the same purpose, however, a date has not been established.
3. Data from various surveys is in the process of being prepared for analysis.

PROJECTIONS FOR COMPLETION OF TASKS:

1. All instruments should be complete no later than March 18, 1977. Southeastern High School has not been completed to date due to unexpected administrative changes which has resulted in internal problems with scheduling. Testing is scheduled for March 8, 1977.

2. Anticipated date for final data analysis to be completed remains March 31, 1977. However, this is dependent upon the situation at Southeastern High School.

Community Involvement Plan

COMPLETED TASKS:

1. Key community people have been identified in each school community, as well as several persons for involvement on our community advisory board.

2. Each school has been instructed to organize a local school advisory group for the Career Education Project.

3. Plans for a luncheon for each region involved in the Career Education Project have been completed. Region 8 will have its luncheon on March 11, 1977, and the Region 1 luncheon is to be held on March 16, 1977. Ten members from each local school community have been invited, as well as a school representative, region board members, and region personnel.

INCOMPLETE TASKS:

1. Organization of local school and Career Education Project advisory groups.

2. Needs assessment surveys for community members.

PROJECTION FOR COMPLETION OF TASKS:

1. Local school and Career Education Project advisory groups are expected to be organized by May 1977.

2. Needs assessment surveys for community members are expected to be completed by March 18, 1977.

Business/Labor/Industry Involvement Plan

COMPLETED TASKS:

1. Contacts and involvement with several strategic local groups have been developed:

    a. Business/Education Alliance -- a sub-group of the Detroit Chamber of Commerce.
    b. Booker T. Washington Businessmen's Association -- a local Black businessmen's group.
    c. New Detroit, Inc.
    d. Michigan Employment Security Commission.

2. On-going interaction with the Career Education Planning District Council No. 41 -- a state mandated group which is made up of Business/Labor/Industry/Government representatives whose responsibility is to have in-put in the development of Career Education plans for this school district.
3. Approval of a Business Advisory Group which will become a sub-committee of the Career Education Planning District Council No. 41.
4. Request of and approval by the Program Committee of the Business/Education Alliance for specific agreements on the type of involvement requested from their group (agreements are attached).

INCOMPLETE TASKS:

1. Needs Assessment of Business/Labor/Industry.
2. Selection of Business Advisory Group.
3. Define specific purpose of advisory group and type of involvement desired by and for the group.
4. Determine tasks to be performed by B/L/I advisory group.
5. Compilation of B/L/I resources and strategies for their use.

PROJECTION FOR COMPLETION OF TASKS:

1. It is anticipated that the needs assessment survey of Business/Labor/Industry will be completed by May 31, 1977.
2. Business Advisory group will be selected by April 15, 1977.
3. Organizational meeting to define purpose, tasks, and type of involvement desired should be held by April 29, 1977.
4. Compiling B/L/I resources will be an on-going activity.
5. Developing strategies for maximal use of B/L/I resources will also be an on-going activity.

A number of meetings have been held related to various strategies for the development of this component of the Project. The outcome has been the development of a foundation upon which a strong Business/Labor/Industry component can be built. This area is viewed as one with a great deal of potential for strengthening the Career Education process in the Project schools.

Training Program Design

COMPLETED TASKS:

1. Identification of preliminary objectives.
2. Organization of time frame and other logistics for training programs.
3. Contacted other career education projects and commercial vendors for career education materials and programs.
4. Reviewed materials received from other projects and vendors.
5. Identification of local school participants for the training program.
6. General overview of project has been presented and discussed in presentations in local schools and to region personnel.

INCOMPLETE TASKS:

1. Selection of four teacher trainers for training program.
2. Training of teacher trainers for conducting training program.
3. Compare selected objectives with data analysis from the needs assessment.
4. Organize objectives into units for training program.
5. Design lessons for training program.
6. Identify resources to be used for training program.
7. Select sites for field testing the training program.
8. Field test training program.
9. Correlate Career Education activities and strategies with other curriculum areas.

PROJECTION FOR COMPLETION OF TASKS:

1. The procedures to be completed in order to hire four teachers as trainers are in progress and should be completed by March 18, 1977.
2. Training for teacher trainers will begin immediately upon assuming the positions. A part of the training will include input in the development of the content (objectives) and resources (activities) to be used in the training program.

3. Completion of the data analysis of the student and educator surveys should be complete by March 15, 1977, which will then facilitate a comparison of the previously selected objectives and outcomes of the needs assessment. Modification of the training program would then be made, if necessary.

4. Other activities related to the development of the training program are in progress at this time.

Evaluation Design

COMPLETED TASKS:

1. Selection of an internal (Detroit Public Schools) evaluator, Dr. Joan M. O'Piela.

2. It has been determined that the product which is the outcome of the training program will be used as one means of evaluation. This product will include units developed by the trainees (2 units per trainee) and local school strategies for implementation of the Career Education Project.

INCOMPLETE TASKS:

1. Determination of the final strategy to be used for the evaluation of Phase I. Dr. Joan O'Piela, Dr. Alan Klaas, and Mrs. Patricia Pettress are currently involved in determining the process to be used for evaluation.

PROJECTION FOR COMPLETION OF TASKS:

1. Upon further discussion with Dr. Alan Klaas of Wayne State University and Dr. Joan O'Piela of the Detroit Public Schools, a final plan will be developed for the evaluation of Phase I. It is anticipated that this will occur no later than May 15, 1977.

The listing of tasks in the implementation of the project and their status of completion (pages 10-14) proved a valuable strategy in keeping contract obligations on schedule. All tasks have been satisfactorily completed. Certain tasks will be on-going activities in the Phase II year of operation.

Administrative Contacts

In the administrative contacts, the project director met regularly with central staff administrators of the Detroit Public Schools -- the general superintendent, the deputy superintendent in charge of Educational Services, and the assistant superintendent in the Office of Curriculum, Staff Development, Federal, State and Special Programs, and the superintendents and their representatives in Regions One and Eight.

The project director also met regularly with the Career Education Planning District Council No. 41 -- a career development advisory group whose members represent all segments of business and professional community.

During the year the project director had contact with the Program Development Staff of the Detroit Public Schools for purposes of coordination of activities and to plan future cooperation in expanding the project to all schools.

Regular meetings were held with the evaluation consultants to exchange information and make progress reports. All schedules of meetings and activities were made available to the evaluator ahead of time in order to assist the monitoring of the implementation of the project.

Close contact was kept with the project officer, Dr. Terry Newell. Dr. Newell visited the project administrative office for a period of three days. Dr. Kenneth Hoyt, Director of the Office of Career Education, U. S. Office of Education, also came to examine the Career Education Project as implemented in this year of operation.

Contacts with Project Staff

Project staff consists of four teacher trainers who were hired to conduct the training program for administrators, counselors, teachers and community. Mrs. Pettress met regularly with the staff teacher trainers for purposes of management, direction and coordination of activities. Staff were housed in the Career Education Resource Center. Project staff were invaluable in responsibly accomplishing these tasks:

1. Preparing the Activities Design to be used in the Training Program.
2. Comparing selected objectives with data analysis from the needs assessment.
3. Organizing objectives into units for training program.
4. Designing lessons for training program.
5. Identifying resources to be used for training program.
6. Selecting sites for field testing the training program.

7. Field testing the training program.

8. Correlating the Career Education activities and strategies with other curriculum areas.

The overall response of project staff to any challenge of implementation activities was positive and untiring. Each staff person appeared to be energized by their commitment and enthusiasm for the project.

Contacts with Business-Labor-Professional-Governmental-University Community

The project director had many contacts with representatives of the Business-Labor-Professional-Governmental-University community to lay the foundations for interaction, understanding, commitment and acceptance of the Urban Career Education Project. Out of these contacts came responses in the form of business/labor workshops in which additional area representatives of business and industry were participants learning about the Urban Education project, speakers to participate in educational staff-community training sessions, discussion about establishing programs to involve the training of pre-career youth within the public school system and business organized programs, publicity about the project via local media (press, TV, radio), and internships within the community. A good beginning was made in developing a positive public image regarding the importance of the Urban Career Education within the Detroit Public Schools.

Contacts with School Staff

Numerous meetings have been held in local schools and/or with region and central personnel in order to further explain the Project and the expected outcomes. In addition, emphasis has been given to what the schools and students might anticipate as outcomes for them. A third purpose of this series of meetings has been to generate high motivation for participation by staff members in the training program and career education in the local school.

State and National Contacts

Work at the state and national levels involved administrative planning with state and national personnel, speaking engagements and attendance at educational conferences held on a state-wide basis. The purpose of many of these activities was to present the Urban Career Education program to various groups in the state and to coordinate the exchange of information and available services for the project.

The project director attended two major conferences on behalf of the project. In Dallas, Texas, Mrs. Pettress presented an overview of Detroit's Urban Career Education Project before participants of the Urban Career Education Project Director's Meeting. She also participated in a conference for project directors held in Akron, Ohio. The Akron conference for Career Education Project Directors was sponsored by the United States Office of Education.

Staff Develop
Training Pr

Career Education Advisory Committees

Arrangements were completed for the establishment of four advisory committees who could be summoned to advise on overall direction and progress of the project. Following is a listing of the advisory committees and a designation of the institutions or groups from which a committee participant was selected.

1. Career Education Project Advisory Committee:

   Purpose -- To advise on overall direction and progress of the project.

   A. Deputy Superintendent for Educational Services
   B. Assistant Superintendent for Curriculum and Staff Development
   C. Participant from the Guidance Department
   D. Participant from Vocational Education
   E. Community Representative
   F. Business Representative
   G. Representative of Research and Evaluation
   H. Region 1 Superintendent
   I. Region 8 Superintendent

2. Business Advisory Committee:

   Purpose -- To develop viable resources in business, industry, labor and government for involvement with the Detroit Public Schools in the development of a comprehensive Career Education Program.

   Representatives from:

   A. Industry
   B. New Detroit, Inc.
   C. Chamber of Commerce
   D. Labor
   E. Media (TV Channel 2 or Channel 7)

3. Community Advisory Committee:

   Purpose -- To develop a systematic approach for an on-going input to the Career Education Program of the Detroit Public Schools.

   Representatives: Three community persons

4. Higher Education Advisory Committee:

Purpose -- To develop strategies and approaches that will help provide the most comprehensive K-14 educational program for the students in the Detroit Public Schools.

Representatives from:

A. WCCC	(Wayne County Community College)
B. WSU	(Wayne State University)
C. DIT	(Detroit Institute of Technology)
D. LIT	(Lawrence Institute of Technology)
E.	(Technical or Vocational School)

Evaluation Procedures and Results

The evaluation of Phase I (first year) of the project had been planned to be comprehensive of all aspects of the project. The Phase I evaluation design includes stages I through V which deal with the processes to be utilized in the Selection of Schools, Needs Assessment, Training Program Development and Implementation.

Selection of Project Schools

One of the first tasks in the implementation of Detroit's Career Education Project from the United States Office of Education was the selection of project schools.

The contract called for the participation of fourteen schools: two senior high schools, two "feeder" middle schools for each high school, and two "feeder" elementary schools for each middle school. The schools were to be selected according to specific criteria as described in the district's proposal. The criteria used for selection included dropout rate, the Title I poverty index, percentage of minority students, and the degree of academic achievement as measured on standardized instruments.

On the following pages are the results of data analyses utilizing the above criteria. Table I indicates the actual "scores" obtained as each criterion was examined for the senior high schools. It was decided, however, to apply equal weight to each criterion and thus, standard scores were established for each result. These standard scores are exhibited in Table II. On the basis of the sum of the individual standard scores, it is shown that Northeastern and Southeastern High Schools have the greatest need for the services of the project.

Once selected, the two school principals and their respective region superintendents indicated a strong willingness to participate in the project and committed themselves to the success of the effort. Feeder middle and elementary schools were then examined according to the criteria and the results of the analyses are displayed in Table III.

Region superintendents were again notified, as well as the twelve principals of the middle and elementary schools. All participated in a meeting held on October 5, 1976, at which time the project was explained, further meetings were established and all, once again, expressed their full support and cooperation.

Tables IV and V describe the feeder patterns for the Northeastern and Southeastern High School Constellations.

It can be seen from the tables that all of the project elementary school students feed into the project middle schools and all of the project middle school students feed into the project high schools.

TABLE I

Selected Characteristics of Title I Senior High Schools in Detroit, 1976

School	Dropout Rate 1972-75	Title I Poverty Index	Percent Minority	Percent of Pupils Substantially* Below Average	
				Reading	Mathematics
Northern	10.4%	27.2	99%	74%	66%
Northeastern	18.4	30.8	96	68	68
Murray-Wright	10.6	31.1	99	68	69
Northwestern	18.7	24.6	100	62	61
Western	22.0	20.8	59	60	56
Southwestern	16.4	15.4	79	67	53
Mackenzie	19.7	17.1	100	59	64
Central	19.2	20.4	100	59	63
Finney	16.9	11.9	56	47	49
Southeastern	20.7	27.6	100	69	67
King	15.5	24.3	100	67	65
Kettering	17.8	23.9	100	72	60

*Substantially below average = lowest three stanines on standardized achievement tests.

TABLE II

Standard Scores and Total Weights of Characteristics Listed in Table I

School	Dropout Rate	Title I Poverty Index	Percent Minority	Achievement		Total Weight	Rank
				Reading	Mathematics		
Northern	31.1	57.2	55.0	63.1	56.7	263.1	5
Northeastern	53.3	63.2	53.2	55.0	59.8	284.5	2*
Murray-Wright	31.7	63.7	55.0	55.0	61.4	266.8	3
Northwestern	54.2	52.8	55.6	46.9	48.7	258.2	7
Western	63.3	46.5	30.9	44.2	40.8	225.7	10
Southwestern	47.8	37.5	43.0	53.6	36.0	217.9	11
Mackenzie	56.9	40.3	55.6	42.8	53.5	249.1	9
Central	55.6	45.8	55.6	42.8	51.9	251.7	8
Finney	49.2	31.7	29.1	26.6	29.7	166.3	12
Southeastern	59.7	57.8	55.6	56.3	58.3	287.7	1*
King	45.3	52.3	55.6	53.6	55.1	261.9	6
Kettering	51.7	51.7	55.6	60.4	47.2	266.6	4

*Rank Order position justifying selection as a participant High School.

TABLE III

Selected Characteristics of Northeastern and Southeastern "Feeder" Schools

Schools	Title I Poverty Index	SS*	Percent Minority	SS	Percent of Pupils Substantially** Below Average				Total Weight	Ran
					Reading	SS	Math	SS		
LEMENTARY										
ampbell	29.17	48.0	100	54.9	38	48.8	58	52.4	174.1	2
orvell	30.37	49.9	100	54.9	5	26.0	30	32.9	163.7	
illiams	35.60	57.8	99	53.7	36	47.3	70	60.8	219.6	1
alch	28.99	47.7	98	52.5	32	44.6	56	51.0	195.8	
oster	41.66	67.2	99	53.7	55	60.5	28	31.5	212.9	
eorge	37.30	60.3	100	54.9	40	50.1	54	49.7	215.0	2
incoln	35.16	57.2	100	54.9	44	52.9	65	57.3	222.3	1
owe	24.29	40.5	100	54.9	23	38.4	43	42.0	175.8	
illibridge	31.56	51.7	98	52.5	45	53.6	60	53.8	211.6	2
ingemann	28.26	46.6	74	23.6	43	52.2	69	60.1	182.5	
cripps	32.32	52.8	99	53.7	63	66.0	65	57.3	229.8	1
eating	33.74	55.0	98	52.5	43	52.2	55	50.3	210.0	2
tark	23.46	39.2	99	53.7	57	61.9	71	61.5	216.3	1
uyton	15.80	27.4	79	29.6	33	45.3	39	39.2	143.3	
IDDLE										
reusel	27.61	40.0	82	38.5	62	41.5	69	38.5	158.5	
nudsen	31.90	50.3	99	55.8	67	47.6	78	57.6	211.3	2
pain	35.93	59.8	99	55.8	78	61.0	76	53.4	230.0	1
och	29.63	60.3	99	61.3	61	46.8	74	50.0	218.4	1
ackson	25.68	45.0	92	42.9	70	61.3	71	40.0	189.2	
obinson, R.	25.40	43.8	93	45.5	58	41.9	77	60.0	191.2	2

* = Standard Score

** = Lowest three stanines on standardized achievement tests

TABLE IV

Region 1: Northeastern High School Constellation

Attendance Area - Feeder Pattern

Elementary Schools	Enrollment	Middle Schools (Junior High)	Enrollment	Senior High Schools	Enrollment
George*	196	Spain*	422	Northeastern*	1652
Lincoln*	336				
Balch	562				
Foster	298				
Campbell*	727	Knudsen*	721	Northeastern	
Williams*	782				
Norvell	184				
Park	490	Greusel	664	Northeastern	
Ferry	781				

*Project Schools:

Citywide Poverty Index Mean = 17.00%
Region Poverty Index (by elementary schools) Mean = 31.73%
Constellation Poverty Index (Northeastern) Mean = 32.29%
Project Poverty Index (elementary school) Mean = 34.35%

As published in Guide to School Boundaries,
Detroit Public Schools, 1973-74, amended 1976.

TABLE V

Region 8: Southeastern High School Constellation

Attendance Area - Feeder Pattern

Elementary Schools	Enrollment	Middle Schools (Junior High)	Enrollment	Senior High Schools	Enrollment
Lillibridge*	719	Foch*	1441	Southeastern*	2448
Scripps*	483				
Howe	573				
Lingemann	501				
Tendler	202				
Keating*	725	R. Robinson*	592	Southeastern	
Stark*	505				
Guyton	839				

*Project Schools:

Citywide Poverty Index Mean = 17.00%
Region Poverty Index (by elementary schools) Mean = 26.27%
Constellation Poverty Index (Southeastern) Mean = 27.58%
Project Poverty Index (elementary school) Mean = 30.27%

As published in Guide to School Boundaries,
Detroit Public Schools, 1973-74, amended 1976.

480

Needs Assessment

The needs assessment effort began with a three month search of the nation to locate career education related instruments. Over 125 such instruments were collected.

Concurrently, the major goals of the project were identified. The many possible goals were collected and considered by the project staff. The project staff, in consultation with the principals of the project schools, selected the specific goals to be the thrust of the project.

Each goal was then matched with an instrument at an appropriate grade level to serve as the measurement tool for that goal. The instruments were then typed into form which was compatible with each other and with the machine scoring system which was to be used.

The testing in 13 of the 14 project schools took place from February 7, 1977 through February 15, 1977. Scheduling difficulties unrelated to the project delayed the testing in the fourteenth school until March 8 and 9. Measurement of community residents was accomplished in the middle of March. Measurement of business, labor, and government was accomplished in early May. Information from former students was collected during May.

Data were made available to the project staff for use in planning of the inservice program within three weeks of completion of the respective data collection efforts. The final raw data summaries for all student, teacher, counselor, administrator and community measurement were turned over to the project staff on April 11 for planning of the inservice program.

The subjects consisted of students, school personnel, residents, business persons, labor representatives, government representatives, and former students. Students were selected in existing classroom groups. The specific instruments administered to each classroom group were selected in a simple random fashion with two exceptions. Control was exerted over the random instrument administration to assure that no two long instruments were administered to the same class, and to assure that each instrument was administered at varying times in the school day.

Classes of students were randomly selected in grades three, five, and six. All students in grades eight, nine, eleven, and twelve participated in the data collection. All teachers, counselors, and administrators in the project were administered each instrument. Selected residents, business persons, labor representatives, government representatives, and former students were identified by principals of project schools and by the project staff to participate in the data collection. Each of these non-student groups were administered each instrument associated with the particular group.

Three basic types of instruments were used in the data collection effort. The competency test sections of the Career Maturity Inventory comprised the first instrument. Each of the five CMI sections had to be reduced in size by 50% to accommodate the practicalities of the data gathering situation.

Seven sections of the Texas Career Education Measurement Series (TCEMS) were used. Each of these sections was reduced by about 60% to accommodate the data gathering situation. The third basic type of instruments were 13 assorted instruments assembled in the instrument collection activity. Most of these instruments were used as originally prepared.

The data collection for the students was accomplished by contract teachers of the Detroit Public Schools. These were regular teachers who were between permanent assignments or were awaiting reassignment due to program curtailment. Data were collected in the regular classroom with the regular teacher present. No problems surfaced to hinder the data collection. In 95% of the classrooms, two instruments were administered during one 40 minute period. The classrooms used were sections of students attending required courses. No student was subjected to more than one 40 minute testing session.

The data collection for the school personnel was accomplished in one of two ways at the discretion of the building principal. One method was to have the personnel complete the instruments at a career education staff meeting. The other method was to distribute and collect the instruments through the school mailing system.

Data were collected from the residents at luncheon meetings which explained the project on the local level to the residents. The forms were completed as part of the luncheon activities. The same luncheon approach was used to collect the information from business, labor and government persons. The former students were to be contacted by mail, phone, or personal interview.

All of the collected data were returned to the project offices. The machine scorable response sheets were collected and grouped. The hand written responses were handled in two ways. Most of the hand written responses were transferred to a more complex machine scorable answer sheet format and grouped for analysis. Others of the hand written responses were summarized by hand.

The scorable answer sheets were initially scanned by the OpScan device of the Department of Research and Evaluation of the Detroit Public Schools. Frequency summaries were prepared using the Statistical Package for the Social Sciences (SPSS) program FREQUENCIES on the IBM 370 computing facility of Wayne County Intermediate School District. Where total scores or correct answers were appropriate, the means and standard deviations of the instruments were computed using the LEARTAP test scoring package on the IBM 360 computing facility at Wayne State University.

Evaluation Findings

Composing an abbreviated explanation of the huge amount of data collected and reported* as part of the needs assessment by Dr. Alan C. Klaas, Evaluation Consultant to the project from Wayne State University, would be quite impossible.

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*Klaas, Dr. Alan C. Needs Assessment, K-12 Career Education Demonstration Project, Detroit Public Schools. 128 pages. (Submitted to Mrs. Patricia Pettress, Project Director)

The responses of each group to the instruments can be generalized as:

a) Students. The scoring level of the students on the cognitive instruments was generally only about 25% better than random guessing. These students were typical of most other groups of students who had never been exposed to career education concepts or understandings. The one type of incorrect response frequently chosen were responses describing simplistic or unrealistic appraisals of possible outcomes of career education situations. The students did express interest in acquiring more career education type of information.

b) Teachers. The teachers scored high on items which assessed knowledge of general career education concepts. They did poorly on items which required knowledge of specialized career education jargon. The teachers expressed what seemed to be genuine interest in career education. They seemed ready for exposure to the training process.

c) Counselors. Counselors scored quite high on all cognitive and attitude items. They had good understanding levels of career education ideas and processes. They were interested in the project.

d) Administrators. The administrators faired in somewhat the same manner as did the teachers. Their general understandings were high, but their specific understandings of career education jargon were low. They expressed interest in the program.

e) Community, Business, Labor and Government Persons. These persons were all supportive of the career education efforts. This support was in some cases verbal and in other cases job and/or training oriented.

The data collection from former students was not available for analysis in time to be included in this report. (Findings from these data will be sent on when available as an addendum to this report.)

The needs assessment was efficiently administered, was of good technical quality, and yielded information helpful to the program planning.

Training Program Development

For purposes of efficiency in planning and implementation, proposal tasks 6, 7, and 8 were combined into one synthesized general function. A flow chart on pages 29 and 30 illustrates each general activity, the relationships between activities, consultant personnel involved at different points, resources, evaluation points (both formative and summative), strategies, schedules, and facilities.

The objectives for the training program were competency-based and were formulated from the training requirements derived in the Task 3 - Needs Assessment.

Once the desired behaviors were identified, appropriate curriculum substance was specified through the use of existing content substance related to these or similar objectives. Much of this substance was contained in courses which were offered through the College of Education at Wayne State University by the W.S.U. curriculum consultants being involved in the project. Additional content was obtained workshop materials which were being used in the eight regions of the Detroit Public Schools System, and from workshop materials available through the Michigan Department of Education, Office of Career Education. Consultant personnel from the Wayne State University, College of Education, Career Education cadre also provided input to the state materials.

Content of the Training Program

The content of the Training Program was organized to provide knowledge about the intent, thrust and components of Career Education, to assist participants in both identifying relationships between Career Education and classroom activities, classroom goals and the relationships of Career Education components to those goals. Emphasis was given to instruct training participants in the Instructional Design Procedure and the Infusion Process enabling them to know how to infuse Career Education at the instructional goal level into the Instructional Design Process.

Instructional Design

The instructional design procedure, used with appropriate work forms, provided a working document for this workshop. A brief summary of the Instructional Design Procedure described fully in the book, Instructional Design for the Practitioner[1] is included in this section of the evaluation report because it was valuable training content that provided new skills and techniques for the participants.

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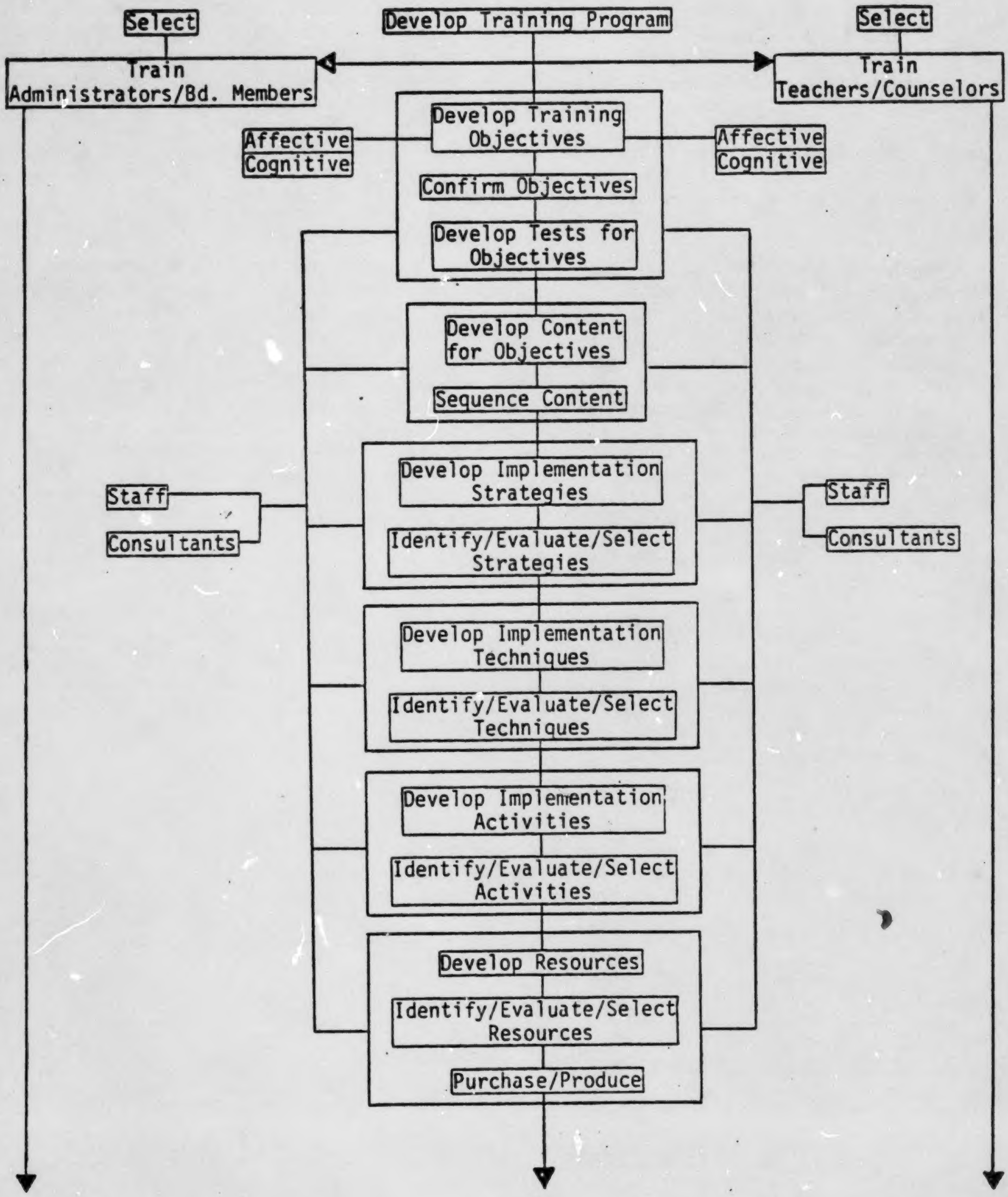
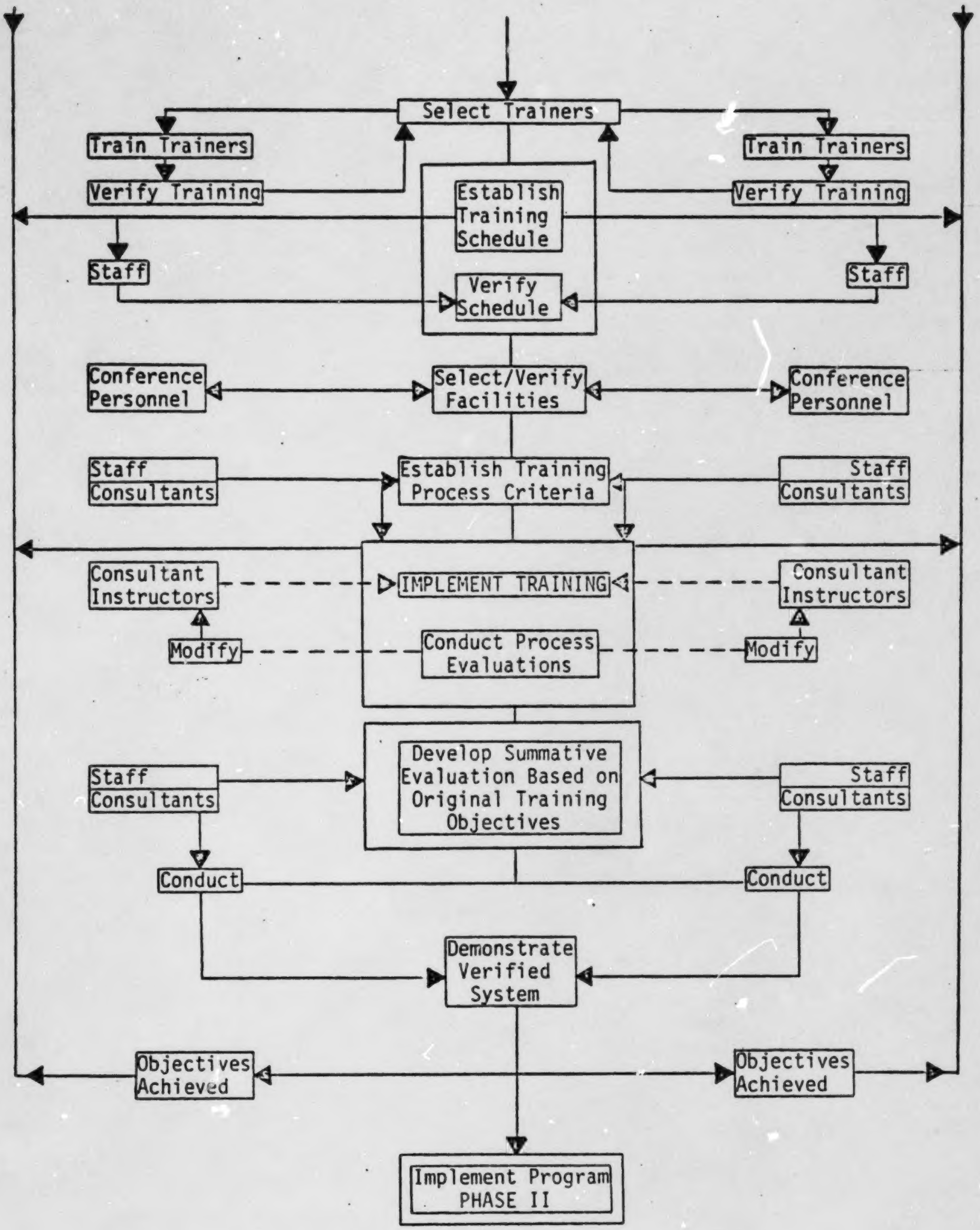
[1] Robert C. Henderhan, Instructional Design for the Practitioner (Detroit, Michigan: Gail and Rice, Inc., 1977).

FUNCTION CHART COMBINING
TASKS 6. 7. 8.


Select
Train Administrators/Bd. Members
Develop Training Program
Select
Train Teachers/Counselors
Develop Training Objectives
Affective
Cognitive
Affective
Cognitive
Confirm Objectives
Develop Tests for Objectives
Develop Content for Objectives
Sequence Content
Develop Implementation Strategies
Identify/Evaluate/Select Strategies
Staff
Consultants
Staff
Consultants
Develop Implementation Techniques
Identify/Evaluate/Select Techniques
Develop Implementation Activities
Identify/Evaluate/Select Activities
Develop Resources
Identify/Evaluate/Select Resources
Purchase/Produce


Select Trainers
Train Trainers
Verify Training
Train Trainers
Verify Training
Establish Training Schedule
Staff
Verify Schedule
Staff
Conference Personnel
Select/Verify Facilities
Conference Personnel
Staff
Consultants
Establish Training Process Criteria
Staff
Consultants
Consultant Instructors
IMPLEMENT TRAINING
Consultant Instructors
Modify
Conduct Process Evaluations
Modify
Staff
Consultants
Develop Summative Evaluation Based on Original Training Objectives
Staff
Consultants
Conduct
Conduct
Demonstrate Verified System
Objectives Achieved
Objectives Achieved
Implement Program PHASE II

Henderhan[1] states:

> "Instructional Design has been referenced and defined in a variety of ways. It has been called a *concept*, a *configuration*, a *pattern*, and a *process*--to mention but a few.
>
> > However, for all practical purposes, Instructional Design can be generally and more simply considered as a "Procedure" which can be employed to *plan*, *implement*, and *evaluate* lessons or programs.
>
> Instructional Design as a *Procedure* possesses the following basic characteristics and properties:
>
> *First*, *the procedure consists of a series* of steps which can be utilized by the designer for planning.
>
> *Second*, *the steps of the procedure are interrelated*. In this sense, the procedure is dynamic rather than a series of isolated events.
>
> *Third*, *the procedure is formalized*. This means that it has logical order. Specifically, the sequence of the steps and the relationships between and among them are neither random nor unsubstantiated.
>
> *Fourth*, *the procedure is efficient* and therefore maximizes the probability of practical application.
>
> *Fifth*, *the procedure is learner oriented*, and its effective application is based on the learner's achievement of pre-determined outcomes.
>
> *Sixth*, *the procedure is performance based*. In other words, the achievement of pre-determined outcomes by the learner will be both observable and measurable.
>
> Instructional Design can therefore be defined as:
>
> > A formal procedure which consists of a series of interrelated steps, is efficient, oriented toward learner outcomes which are observable and measurable--and is used to plan, implement and evaluate instruction.

---

[1] Robert C. Henderhan, *op. cit.*, p. 28

Each of the characteristics of this procedure are important, just as they are with any other procedure. However, it is probably most important, even critical, to firmly grasp the concept that the only reason or justification of the existence of this Procedure is to serve to increase the capacity of the individual learner. In some respects (as implied earlier) this or any other Instructional Design Procedure could just as easily be called a "Learning Design Procedure," or perhaps a "Procedure for Learner Achievement." The name of the procedure is far less important than the concept of learning outcomes or achievements which is involved.

This point is brought into clearer focus when it is considered that all instructional design deals with at least four basic questions which embrace the learner:

First, what are the desired learner outcomes?

Second. what is the learner's initial status relative to these outcomes?

Third, how can the desired outcomes best be achieved?

Fourth, how can it be determined if the desired learner outcomes have been achieved?

The first of these questions refers to the general and specific learner outcomes which you will have determined the learner should achieve as a result of your instruction. The second question refers to the learner's status relative to prior knowledge and prerequisite skills for each specific learner outcome. The third question refers to the actual instruction in which you will involve the learner so that he may achieve the desired outcomes. The fourth question refers to the evaluation of the learner following instruction to determine the extent to which the learner can illustrate that he has achieved the desired outcomes.

Another way of stating these same basic questions for ourselves as educators is:

-- Where do we want the learner to be?

-- Where is the learner now?

-- How do we get the learner to where we want him to be?

-- How do we know that the learner has arrived?

INSTRUCTIONAL DESIGN PROCEDURE[1]

OUTLINE

STAGE I: PRE-DESIGN

Step 1. Specify Grade, Class or Group
Step 2. Specify Discipline
Step 3. Specify Subject
Step 4. Specify Unit
Step 5. Specify Lesson
Step 6. Specify Lesson Content

STAGE II: GENERAL AND SPECIFIC INFORMATION

Step 7. Identify Learner Characteristics and Status
Step 8. Identify Constraints and Facilitators

STAGE III: LEARNER OUTCOMES

Step 9. Specify General Learner Outcomes
Step 10. Specify Specific Learner Outcomes

STAGE IV: LEARNER PRE-INSTRUCTION STATUS

Step 11. Develop Test(s) for Each Specific Learner Outcome
Step 12. Determine Pretest
Step 13. Administer, Record, and Evaluate Pretest
Step 14. Specify Prerequisite Skills
Step 15. Create Test Item(s) for Prerequisite Skills
Step 16. Administer, Record, and Evaluate Prerequisite Skills Test

STAGE V: INSTRUCTION STRATEGY

Step 17. Specify Instructional Tactic(s)
Step 18. Specify Instructional Method(s)
Step 19. Specify Instructional Activities
Step 20. Specify Resources

STAGE VI: IMPLEMENTATION OF INSTRUCTIONAL STRATEGY

STAGE VII: LEARNER POST-INSTRUCTION EVALUATION

Step 21. Determine Posttest
Step 22. Administer, Record, and Evaluate Posttest

STAGE VIII: REVISE INSTRUCTIONAL DESIGN AS REQUIRED

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[1] Robert C. Henderhan, *op. cit.*, p. 28

> However, regardless of the complexity or simplicity of our statement, these four basic questions underly all instruction--and therefore, any Instructional Design Procedure. For this reason, the Procedure with which you are about to become involved will place you in the position of constantly dealing with one or more of these questions at any given point."

The Outline for the Instructional Design Procedure as developed in the Training Program workshop is shown on page 33. This outline details the eight major stages of the precedure which: (1) relate directly to the four underlying questions of instruction, and (2) will allow for efficiency in planning, design, implementation, and evaluation. Workshop participants used their newly acquired knowledge and skill to develop infused lesson plans for Career Education. Participants are to implement these plans in their classrooms and school programs during Phase II of the project.

Evaluation of the Career Education Training Workshop

1. Questionnaire

One hundred forty eight of 200 participants of the training workshop responded to a questionnaire administered by the project evaluator to evaluate the training sessions. Following are the evaluation responses received from administrators, teachers, counselors and community persons.

Instruction: Please circle one response for each statement.

A = Agree: You agree more than you disagree.

D = Disagree: You disagree more than you agree.

NA = Not Applicable: Circle when you feel this statement does not apply to this workshop, or you simply cannot answer the question.

		A	D	NA
1. The workshop objectives were clearly presented.	1.	(122) 82.5%	(23) 15.5%	(3) 2.0%
2. There was considerable agreement between the workshop's stated objectives and what I actually gained.	2.	(136) 91.8%	(10) 6.8%	(2) 1.4%
3. There was sufficient time to achieve the workshop's objectives.	3.	(125) 84.5%	(20) 13.5%	(3) 2.0%
4. Workshop discussions centered on topics directly related to the workshop goals.	4.	(127) 85.8%	(14) 9.5%	(7) 4.7%

		A	D	NA
5. The training procedures used in the workshop were appropriate to its purpose.	5.	(124) 83.8%	(23) 15.5%	(1) .7%
6. The materials, handouts, and exercises were suitable for meeting the objectives of this workshop.	6.	(138) 93.2%	(6) 4.1%	(4) 2.7%

One question was designed to elicit suggestions or recommendations for improvement of the training workshop:

Question: Please make suggestions or recommendations for improvement in this workshop.

Listed below are suggestions received (number in parentheses indicates frequency of response):

1. One administrator from each school should have been made to attend. More direction and assistance from teacher trainers. A clearer understanding of the instructional design.

2. Dr. Henderhan should have taken the time to go through his plan step by step from the book for clarification.

3. Every school involved in the program should have an administrator participant or designee. A program of this magnitude should have had at least one keynote speaker, a person like Dr. Porter or Governor Miliken or the governer's designee. They need to be more involved in educational matters. They should be exposed to being more in the forefront of our goal at the local level.

4. Involve some of the participants in training who participated in the sixty hours to help plan future workshops.

5. A general overview could have been provided at the first meeting that would have avoided confusion. Participants were brought in at a level that took for granted that certain information was already known. This information was acquired, but confusion resulted for too long.

6. Dr. Chapman and Dr. Sampson were realistic and inspirational.

7. Very good workshop. I hope there are others in the near future as informative as this one. (5)

8. Initial session somewhat confusing because of inadequate time or information relative to career education.

9. No recommendations. (3)

10. List the duties of each group (teacher, counselor and administrator).

11. I wish entire faculties could attend a workshop of this kind.

12. There should be better communication between the consultants and participants.

13. Eliminate Dr. Henderhan and his "Instructional Design for Practitioners."

14. There could have been a simplified lesson plan for infusion.

15. Consultants should be more knowledgeable and better skilled in answering questions of participants. (2) --

    a. Leaders were not clear themselves of what was expected;
    b. The coordinators did not understand what the participants' assignments were, making it difficult on the participants;
    c. One teacher-trainer was not sure of role.

16. The time would have been more profitable if information about the goals and objectives had been distributed before the first meeting so that participants would be familiar with their responsibilities. (5) --

    a. Objectives should have been made available earlier; (4)
    b. Procedural work and ideas should have been passed out previous to first session;
    c. Assignments given us were not clearly understood. Not understanding was frustrating and confusing.

17. The workshop was well planned as a whole, but next time:

    a. provide more assistance for teachers going through the process of infused lesson plans;
    b. do group work activities prior to individual work. Do the school plan before anything else;
    c. do not spend so much time on repetition of lesson plans. Not enough time was allotted for making of practical tools to use in September. Dr. Henderhan's design is too complicated for everyday use, poor model;
    d. have consultants more realistic with classroom situations in relationship to designed plans;
    e. more training for workshop staff so that they can help participants who need help;
    f. less repetitive film slides on the same classroom;

g. may I suggest that you modify the suggested plans. Many teachers would not use an eight to eleven page plan for one concept. Associate the terms goals, needs, objectives, etc., to terms that other staff members are more familiar with. Get the most high ranking administrators from each school to attend; George School did, and we all know the program is going to really work there;
h. modify the infusion plan; try the group discipline plan before giving the task of writing individual lesson plans. Many questions were answered in the group planning session.
i. make the beginning days of the workshop more positive by letting participants know what is expected of them and all assignments known from the beginning. The first three days of this workshop were rather negative; (2)
j. keep in contact with all participants of the workshop. Have information available for individuals who have questions; (2)
k. more specific information about careers for us to teach (types, qualifications, etc.). More dynamic leadership and more small group discussions;
l. have all sessions meet at the same time (no A.M.-P.M.);
m. outside career visitations to meet teachers' individual needs, plan by the various school groups;
n. provide information about various careers.

18. The activities of the workshop were rewarding. (2) --

a. Best workshop I have ever attended; (3)
b. Excellent workshop. I enjoyed all of it. Speakers dynamite!!! Please, a clearer explanation of new process or technique.

19. More time for the activities of the workshop. (5) --

a. More time for consultation with staff from various schools;
b. Allow more time for doing the work assigned;
c. More days of training.

20. I felt many of the first week's speakers were quite dull. This often resulted in frustration and a feeling of wasting time. The second week's speakers were much better overall. Some time spent on types of careers available, the skills needed for various careers, as well as the job market, would have been beneficial.

21. Some of the presenters were boring. Some presented irrelevant ideas. But, there were some so dynamic that they offset the others. It was very informative.

22. The time spent listening to the talks on Instructional Design was the most frustrating, ineffective and useless waste, it should have been stopped.

23. I recommend a workshop solely for counselors.

24. Stay within the realm of realization in implementing the plan into the school plant. Involve more of the administration and region personnel to help implement the program.

25. The consultants were well picked with the possible exception of maybe one.

26. Although many of the speaker's topics were not directly related to career education, you had three beautiful speakers, Dr. Chapman, Rev. Sampson, and Dr. R. Wilson. We need more speakers like these. (3)

27. It would have been nice if all of the speakers had used audio-visual materials, if that had been possible. It was too cold. (smile)

28. Compliments! Keep up the good work; flexibility, open minded, knowing people and how to work with them. Excellently executed. (2)

29. God Bless You!!! DON'T STOP. Keep up the good work.

30. I felt that the best resources, especially people, were brought to this workshop.

A final evaluative question was designed to survey the new important knowledge or skills that were acquired by participants in the training session:

Question: Describe no more than three of the more important knowledges and/or skills that you acquired from this workshop. You may include in this listing any knowledge or skill about which you had prior knowledge and which improved substantially as a result of the workshop.

Following are replies of training participants:

1. I have better knowledge of Career Education, a good feeling of communication and interaction with fellow teachers and knowledge about the infusion process of Career Education. (58)

2. It is important in grades K-5 that children become aware of different occupations. Career education deals not only with awareness of occupation but awareness of self and others. Career education is very important in any school system because it helps to develop skills that our children need to learn in order to help survive in this society. (12)

494

3. I learned a better system of lesson plan writing which is especially good as a unit plan system. (8)

4. I learned organizational skills and how to plan cooperatively and share with others, putting together an infusion plan for the entire school. (25)

5. This was a whole new experience to get knowledge and awareness of myself and others --

    - Human beings perform effectively in an atmosphere free from tensions and fears;
    - If something is well planned, it is usually successful;
    - Learned more about how to appreciate the talent of others; (3)
    - We are the molders of the future--it is up to us;
    - Work must be productive to be satisfying. One's self-concept is tied up into whether he/she can contribute something worthwhile;
    - Togetherness--cooperation, success, patience, a worthwhile outcome, implementation, and more knowledgeable. (4)

6. The purpose of Career Education is to reform education by making subject matter more relevant to one's needs. Career Education is more than giving information about jobs or careers--it encompasses whatever one does as work.

7. I learned new skills in relating Primary Unit Activities and subject matter with Career Education.

8. The community must be a part of the program if it is to succeed.

9. I realized an enthusiasm for Career Education as a means of making teaching fun and learning for students realistic, an excellent school plan foundation from which we can begin and a place to go if I need assistance.

10. From this workshop, I was able to relate and compare skills and knowledge that I could use in speaking to the community staff and administrators with whom I work. This gives me an understanding of the resources that I have at hand that I can use and that can be useful to others.

11. As a part of a group, I may have the responsibility to look within myself to discover what other contributions I can make that I have not already made.

12. I experienced a new confidence and the ability to achieve a goal without the direct leadership or input from those people who had direct implementation or knowledge of the subject area. Knowledge was gained about how to implement, not only career education, but any other program into a school curriculum.

13. The reinforcement of the importance of decision making skills and the incorporation of critical thinking skills developed in the students' daily learning and living were two important ideas from this workshop.

14. I had no prior knowledge of career education and its importance. I now can list, see and understand the importance of infusing Career Education into the school. The pupils in the Detroit school system are in need of this program and I feel that if we start the implementation of Career Education today, we won't have a lot of illiterate adults later on.

15. I learned two important understandings: 1) a better understanding of how I can help in the implementation of the Career Education program, and 2) a true understanding of the importance of career education for our youth today.

16. Thorough knowledge of the Michigan Plan, many, many counseling techniques and many methods of infusion were things I achieved in this workshop.

17. Learning to write a school plan by using instructional design was most useful. This enhances one's ability to write a proposal. Consultants and speakers were excellent.

Conclusion

Workshop participants were asked to indicate their agreement or disagreement with six positive statements concerning workshop objectives, methods, and materials. The responses were computed for the percents of agreement by the respondents.

Additional evaluative questions provided suggestions and recommendations for further workshop training and an impressive array of new skills and learnings acquired by participants in the Career Education Project Training Workshop.

Fifty eight of 148 participants indicated that they have more knowledge of career education and a good feeling of communication and interaction with fellow teachers. These participants indicated that learning the infusion process for career education was an important outcome of the workshop for them.

The evaluator monitored the training workshop on five of the ten days it was presented. It was evident that a well planned program had been implemented.

Resource materials and persons were available as scheduled. Consultants and trainers were involved with staff during work activity periods, answering questions, giving demonstrations of steps in the infusion process and attempting to meet the needs of individual school staff groups in relation to making an infusion plan for an entire school.

The evaluator randomly interviewed participants during the small group activity sessions and found respondents 1) enthusiastic about the training workshop and the infusion process to be used in the Career Education project in the school, 2) highly supportive of the Career Education project, and 3) committed to doing what they possibly can to make career education activities a part of daily learning for students in the Detroit Public Schools.

2. Pre-Post Testing

It was the purpose of this portion of the workshop evaluation, conducted by Dr. Robert Henderhan, Educational Consultant, to determine the answer to five major questions:

First, did the participants' knowledge of the Career Education concept significantly increase?

Second, did the participants' level of confidence in using Career Education with their students and curriculum significantly increase?

Third, did the participants' attachment of importance to the various aspects of Career Education exhibit a significant positive shift?

Fourth, could the participants exhibit a knowledge of Career Education infusion procedures as a result of the workshop experience?

Fifth, could the participants exhibit a knowledge of procedures for development of a Career Education school implementation plan as a result of the workshop experience?

The first three questions were examined through the mechanism of a paper and pencil instrument composed of knowledge questions and judgement scales. The instrument, Curriculum Workshop Pre-Post Test is divided into three sections, each dealing with a separate question. Section I is a test of Career Education concept knowledge. Section II is a confidence scale related to Career Education knowledge and use. Section III is a scale denoting perceived importance of Career Education elements.

The tests dealing with questions 1-3 and the packets dealing with questions 4 and 5 are included in the Appendix. The following paragraphs constiture a brief description of the results obtained in the evaluation for each of the five questions.

The scoring of Section I was 1 point for a correct answer and 0 for an incorrect answer. The scoring for the two scales was 1 point for least confident or favorable to 5 points for most confident or favorable.

The results of this administration indicated the following:

1. the overall score for all sections combined improved significantly from the pre- to posttest administration;
2. the most significant increase was registered in Section II dealing with the participant's level of confidence;
3. the second most significant increase was registered in Section III dealing with the perceived importance of Career Education elements;
4. the least significant increase came in Section I dealing with knowledge of Career Education concepts. It should be noted that this increase as measured was non-significant. One of the apparent reasons for this lack of significance is the test items themselves. The items are simply too self-evident and do have effective discriminatory detractors. Another reason could easily be in the area of language. Specifically, the items refer to the "Michigan Model" throughout. However, it was observed that the workshop language did not incorporate the same terminology to any degree when discussing Career Education concepts. This factor was observed in retrospect.

Question 4 was examined through observation of the results of the participants' attempt to create an infused lesson plan using the process forms attached to this summary. The participants were not familiar with this process prior to the workshop.

Subsequent to instruction, each participant individually created two infused lesson plans for a total of approximately 280 plans. Of this number, approximately 130 were deemed to be immediately useable and an additional 100 were judged to be useable with slight revision. This accomplishment in the time available was judged to be extremely positive.

Question 5 was examined in a manner similar to Question 4. The participants worked by school group with the process forms attached to create an implementation plan for each school. Fourteen such plans were developed and were judged to be proper and effective as a beginning in school implementation. It was obvious that the process was understood and could be followed.

The results obtained for the five questions, separate and combined, indicate a high level of success for the workshop effort.

Based on these data, it may be concluded that the Career Education Project Training Workshop held from June 20, 1977 to July 1, 1977 was successful.

Implementation

The implementation of the Training Program occurred during a two week workshop at the Mercy College Conference Center. The objectives for the training program were competency-based and formulated from the training requirements derived in the Needs Assessment. Appropriate strategies were developed by the project task force to deal with these objectives and the content of the workshop.

The main strategy for implementation of the Training Program was to arrange the workshop presentations and activities within a time frame that would accommodate the schedules of the participants who were either taking summer classes at the university or teaching summer classes in the Detroit Public Schools. The workshop day began at 8:00 A.M. and concluded at 6:00 P.M. Activities scheduled for Group A from 8:30 A.M. to 12:30 P.M. were repeated for Group B from 3:30 P.M. to 6:00 P.M.

Each participant received a workshop and resource guide which contained these resource materials for the training program:

1. General Introduction to Career Education and its response for educational reform.
2. Workshop Overview detailing the general goal, certain of the counterpart specific objectives, the topics and the related exercises.
3. A discussion and definition of Career Education containing selective supportive materials of both a general and specific nature describing Career Education and its meaning for the workshop goals and objectives.
4. Instructional Design -- Process and Procedures.
5. Infusion -- Process and Procedures.
6. Workshop Forms (to be used for assigned workshop activities).
7. Workshop Assignments.
8. Related Materials.

In addition, a complete workshop description (120 pages) was available for examination by participants. The document described each time period of each day in terms of: a) a detailed breakdown of the topic for that session, b) the general learner outcome(s), c) the specific learner outcomes, d) instructional method(s), e) instructional activities (with detailed time sequences), f) instructional resources (including materials, workshop staff, consultants, equipment), and g) evaluation methods and procedures for each specific learner outcome.

Summary and Conclusions

The Career Education Project of the Detroit Public Schools was designed to demonstrate an effective method of infusing career education into participating schools in order to accomplish the introduction of career education into all Detroit schools regardless of the amount of funding available.

During the first year of operation (Phase I), the project was to be implemented in five stages and completing 11 implementation tasks as required by contract with the United States Office of Education (see page 4 of this report).

The five stages of implementation were:

1. Selection of Schools
2. Needs Assessment
3. Training Program Development
4. Implementation of Training Program
5. Evaluation

The evaluation of the Detroit Public Schools' Career Education Project (Phase I), 1976-77, has produced the following findings:

1. The five stages of implementation of the Career Education Project in the Detroit Public School System have been successfully completed during the Phase I operation of the project.

Supportive Data Presented in this Report

a. Selection . . . . pages 19 through 24

b. Needs Assessment . . . . pages 24, 26, 27

c. Training Program Development . . . . pages 28 through 43

d. Implementation . . . . pages 43, 44

e. Evaluation . . . . in all pages
listed for items a, b, c, d, above and
reporting of processes in this report.

2. Data generated in the Needs Assessment indicated that students, teachers, counselors, administrators, and others (community, business, labor, and government persons) were interested in the career education program and were supported of efforts to extend career education learning. Students expressed interest in acquiring more career education type of information. Teachers and administrators seemed ready for exposure to the training process.

3. The strategies employed by the project director, Mrs. Patricia Pettress, in the implementation of all stages in the Phase I operation of the Career Education were exemplary and resulted in accomplishing all tasks in relation to the objectives of the project. Through the efforts and direction of the project director, there was an acceptance of and commitment to the Career Education Project by students, teachers, administrators, counselors and business, labor, industry, university and community groups.

4. There has been a good working relationship between project personnel and university consultants to the project.

5. A successful training program was implemented for approximately 200 persons at the Mercy College Conference Center, June 20, 1977 through July 1, 1977.

6. It is anticipated the plans for infusion of career education activities in participating will be implemented in the 1977-78 school year.

All activities mentioned in this evaluation report were important to the implementation of the five stages in the Phase I operation of the Career Education project in the Detroit Public Schools. Any activity scheduled, any strategy employed, any pattern of contacts used by the director, project teacher trainers, and university consultants required much pre-planning, review, refinement and a lot of physical effort and hard work to bring about the level of success this project has had during this first year of operation. All or any of these process activities can serve as a useful model for the implementation of career education in an urban school system.

It is the recommendation of the evaluator that this project be extended so that the implementation of the stages of Phase II (second year of operation) can be achieved.

APPENDIX A

Articulation Agreements between Business/Education Alliance and Urban Career Education Project, Detroit Public Schools

Articulation Agreements

between Business/Education Alliance and

Urban Career Education Project, Detroit Public Schools

The following services are requested from the Business/Education Alliance in order to further the success of the Urban Career Education Project which is currently being funded by the United States Office of Education in the Detroit Public Schools:

1. Agreements be reached between local business and industry and the two (2) project high schools. Northeastern High School and Southeastern High School, which would commit a group of employers to provide 125 jobs and 125 apprenticeships for students upon completion of the 12th grade provided specific pre-determined skills have been mastered by the students. This represents possible placement for approximately 25% of the students presently enrolled in these two high schools. Students would be tested for mastery of specified skills and placed on a competitive basis from the two schools.

   An instrument to test mastery would be identified prior to initiation of the program, and all specific pre-requisite skills for jobs would be identified prior to initiation of the program.

   There would exist a written agreement between both parties, the local school and the local business, as to the level of performance by the student for the employer and the specific number of jobs which will be available for graduates from the Project high schools.

2. Experience based job training programs should be developed which would closely correlate the student's work site with his occupational aspirations in order to provide realistic perceptions of the occupation. This type of program could begin in the 2nd semester of the 10th grade. 30-50 work sites of this type would be helpful to the Project.

3. Experience based Career Education activities which would provide students with actual experience related to career development - i.e. completing application forms, evaluating and reviewing applications, opening a bank account, applying for a loan, scholarship, admission to a school, etc. (Practical Life Skills).

4. Assistance in administering needs assessment survey to local business and industry. Included in this survey would be an indication of intent to participate, to what extent, and in what way. A minimum of 30-50 surveys are needed.

APPENDIX B

Evaluation Questionnaire --
Assessment of Staff Development

Detroit
Public
Schools

WORKSHOP PARTICIPANT
Assessment of Staff Development

Research and
Evaluation
July, 1977

Any program funded by ESEA Title I, Part B, is specifically required to have an evaluation of its staff development activities. To help fulfill that requirement, please complete one of these questionnaires for each workshop or series of workshops that focuses on a particular phase of staff development.

Title I Program____________________________________ Date____________________

Position: ☐ Administrator ☐ Teacher or Counselor

☐ Paraprofessional ☐ Other (Specify)__________________

Please circle one response for each statement.

A = Agree: You agree more than you disagree.

D = Disagree: You disagree more than you agree.

NA = Not Applicable; Circle when you feel this statement does not apply to this workshop, or you simply cannot answer the question.

1. The workshop objectives were clearly presented. 1. A D NA

2. There was considerable agreement between the workshop's stated objectives and what I actually gained. 2. A D NA

3. There was sufficient time to achieve the workshop's objectives. 3. A D NA

4. Workshop discussions centered on topics directly related to the workshop goals. 4. A D NA

5. The training procedures used in the workshop were appropriate to its purpose. 5. A D NA

6. The materials, handouts, and exercises were suitable for meeting the objectives of this workshop. 6. A D NA

Please make suggestions or recommendations for improvement in this workshop.

Describe no more than three of the more important knowledges and/or skills that you acquired from this workshop. You may include in this listing any knowledge or skill about which you had prior knowledge and which improved substantially as a result of the workshop.

Return this completed questionnaire to:

Dr. Joan M. O'Piela
Research and Evaluation
Stevenson Building

APPENDIX C

Infusion Planning Packet

PRE-DESIGN INFORMATION

Grade Level or Grouping

Discipline

Subject

Unit

Lesson

Content

C-1

GENERAL

GROUP STATUS INFORMATION

Data Source	Scores	Meaning

GROU

TEST INFORMATION

Data Source	Scores	Meaning

GENERAL

INDIVIDUAL LEARNER INFORMATION

Student	Data Source	Scores	Meaning

INDIVIDUAL

TEST INFORMATION

Student	Data Source	Scores	Meaning

C-5

CONSTRAINTS AND FACILITATORS

Constraints	Facilitators	Effect on Learning Design

C-6

INFUSION PLANNING FORM

General Learner Outcomes (Content)	General Learner Outcomes (Career Development)

INFUSION PLANNING FORM

General Learner Outcomes (Content and Career Development)	Specific Learner Outcomes

TESTS FOR SPECIFIC LEARNER OUTCOMES

Specific Outcome	Description of Tests for Each Outcome	Pre-Test Assignment	Post-Test Assignment

PREREQUISITE SKILLS AND TESTS

Specific Outcome	Prerequisite Skills for Specific Learner Outcomes	Description of Tests for Prerequisite Skills

INSTRUCTIONAL STRATEGY

Specific Outcome	Tactic(s)	Methods	Description of Activities	Resources

SCHOOL PLAN FORMAT PLANNING GUIDE

SCHOOL PLAN FORMAT

PLANNING GUIDE

(1) NEEDS	(2) GOALS	(3) OBJECTIVES

(4) CONSTRAINTS	(5) FACILITATORS	(6) PROCEDURES

(7) WHO IS INVOLVED AT THE LOCAL LEVEL PEOPLE-GROUPS	(8) RELATIONSHIPS BETWEEN PEOPLE / GROUPS

(9) AMOUNT OF TIME INVOLVED	(10) HOW ARE PEOPLE/GROUPS INVOLVED	(11) WHAT RESOURCES SHOULD BE EMPLOYED

(12) SCHEDULE	(13) PRODUCTS	(14) OTHER CONSIDERATIONS

PROCESS EVALUATION

(15) PROCESS STEPS	(16) CONSTRAINTS-FACILITATORS

(17) RESPONSIBLE PERSON(S)	(18) RESOURCES

(19) TIME	(20) SCHEDULE	(21) PRODUCT

PROJ[illegible]T EVALUATION

(22) PROCESS STEPS	(23) CONSTRAINTS-FACILITATORS

(24) RESPONSIBLE PERSON(S)	(25) RESOURCES

(26) TIME	(27) SCHEDULE	(28 PRC

APPENDIX D

Training Workshop Pre-Post Test

CURRICULUM WORKSHOP

PRE/POST TEST

SECTION I

THE FOLLOWING QUESTIONS WERE DESIGNED TO DETERMINE YOUR KNOWLEDGE OF THE MICHIGAN CAREER EDUCATION MODEL. EXAMINE EACH ITEM CAREFULLY AND CIRCLE THE LETTER OF THE RESPONSE THAT YOU FEEL IS THE BEST ANSWER.

1. The infusion process, according to the Michigan Department of Education materials:

   a. is a learning technique that provides students with the skills necessary for realistic decision-making.

   b. incorporates the instructional, guidance and administrative services of a school into a cooperative approach toward instruction.

   c. places equal emphasis on the delivery of career development and vocational learning.

   d. is a process whereby career development and the existing instruction is delivered cooperatively.

2. In today's schools, most instruction relates to:

   a. Career Development

   b. Career Preparation

   c. Career Roles

   d. Career Information

3. According to the Michigan Model, career education may be defined as:

   a. a process whereby individuals may fulfill their unique needs with regard to their future life roles.

   b. a system that delivers career development skills to all K-12 students.

   c. a process that provides individuals with curriculum options.

   d. the technology and resources needed to establish a realistic base for decision making.

4. Career development, according to the Michigan Model, is intended to:

   a. develop an awareness of occupational roles and training options among students exposed to the career education curriculum.

   b. assist the local school staff and community in the process of meeting local manpower needs.

   c. enable individuals to make informed career decisions.

   d. to establish a priority in the local school for purposes of developing a vocational-technical curriculum experience(s) consistent with academic goals.

5. The infusion process, as a career education strategy:

   a. replaces the existing curriculum with a more relevant, vocationally oriented curriculum.

   b. incorporates the instruction and administration of a school into a cooperative unit of instruction.

   c. places greater emphasis on the delivery of career development than it does on academic learning.

   d. eliminates the need for career education courses at many grade levels.

6. According to the Michigan Model, self-awareness and exploration activities focus primarily upon helping individuals:

   a. understand themselves in relation to their educational activities.

   b. understand themselves and others.

   c. identifying career information sources for purposes of pursuing a realistic career goal.

   d. understand the relationship between careers and a student's curriculum.

7. Career awareness and exploration, according to the Michigan Model, is primarily concerned with:

   a. the development of training programs to provide individuals with the skills necessary for job entry.

   b. focusing the curriculum and guidance service on occupational resource information.

   c. the development of students' awareness of available job options.

   d. the development of a knowledge and understanding of the educational, social, work, and leisure worlds.

8. Decision-Making and Planning, according to the Michigan Model, is concerned with:

   a. helping students pick a career so that their remaining education can be more meaningful.

   b. providing appropriate work experience and training.

   c. helping students to apply a systematic method of decision-making to their lives.

   d. helping students identify career options which are available in their community.

9. Career Placement, according to the Michigan Model, is primarily concerned with:

   a. the establishment of educational criteria for job placement.

   b. the development of student awareness of the utilization of the job placement programs.

   c. the development of goal-oriented behavior in students.

   d. the establishment of statewide regionalized job placement programs.

10. The attainment of essential vocational and academic skills is most closely identified with:

    a. Career Roles

    b. Career Development

    c. Career Preparation

    d. Career Information

SECTION II

EXAMINE THE FOLLOWING ITEMS AND RATE YOURSELF ACCORDING TO THE DEGREE TO WHICH YOU FEEL THE STATEMENT REFLECTS YOUR SKILLS AT THE PRESENT TIME. PLACE AN "X" IN THE SPACE YOU FEEL BEST DESCRIBES YOU. THE FIRST ONE IS DONE FOR YOU AS AN EXAMPLE.

At this time, do you feel you have the skill necessary to:

(Example)
1. Work effectively with other teachers?

Yes Absolutely ________ : X : ________ : ________ : ________ Absolutely Not

2. Articulate to others, a definition of career education?

Yes   Absolutely
Absolutely ________ : ________ : ________ : ________ : ________ Not

3. Develop lesson plans that incorporate career development content into my existing instruction?

Yes   Absolutely
Absolutely ________ : ________ : ________ : ________ : ________ Not

4. Articulate to others the Michigan Career Education Model?

Yes   Absolutely
Absolutely ________ : ________ : ________ : ________ : ________ Not

5. Specify performance goals and objectives for my instruction?

Yes   Absolutely
Absolutely ________ : ________ : ________ : ________ : ________ Not

6. Develop learner activities that are effective in achieving career development outcomes?

Yes   Absolutely
Absolutely ________ : ________ : ________ : ________ : ________ Not

7. Identify audio-visual and supportive materials to supplement my career development instruction?

Yes   Absolutely
Absolutely ________ : ________ : ________ : ________ : ________ Not

8. Contribute toward the development of a school and/or district career education plan?

Yes   Absolutely
Absolutely ________ : ________ : ________ : ________ : ________ Not

9. Identify the role of the school in delivering career education?

Yes   Absolutely
Absolutely ________ : ________ : ________ : ________ : ________ Not

10. Identify community resources that could supplement my career development instruction?

Yes   Absolutely
Absolutely ________ : ________ : ________ : ________ : ________ Not

SECTION III

READ EACH OF THE FOLLOWING COMPLETIONS TO THIS SENTENCE. INDICATE THE EXTENT TO WHICH YOU AGREE OR DISAGREE BY PLACING A CHECK IN THE APPROPRIATE BOX.

I believe that I have responsibility in my present position, to plan and deliver instruction which enables students to:

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1. Identify and explore alternative leisure roles and settings.					
2. Recognize self development is a life-long process.					
3. Understand the nature of decision making.					
4. Develop skill in monitoring progress on career plans.					
5. Acquire information about personal characteristics of self and others.					
6. Identify and explore alternative family roles and settings.					
7. Implement educational and/or career plans.					
8. Identification and exploration of options in terms of self assessment.					
9. Understand individual and group aspects of behavior.					
10. Identify and explore alternative citizen roles and settings.					
11. Acquire and apply interpersonal skills.					
12. Acquire knowledge and skills necessary to implement career plans.					
13. Identify and explore alternative occupational roles and settings.					
14. Develop skills in decision-making.					
15. Establish career plans.					

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
16. Recognize educational alternatives and their applications.					
17. Modify career plans to maintain consistency with changing career goals.					

SUBSECTION H

CAREER EDUCATION
INSERVICE TRAINING WORKSHOPS
STRUCTURE AND FORMAT
1977 - 1978

PREPARED BY:
Burnis Hall
and
Robert C. Henderhan
College of Education
Wayne State University

WAYNE STATE UNIVERSITY
September 1978

TABLE OF CONTENTS

Page

GENERAL INTRODUCTION 1

PROGRAM STRUCTURE 4

STAFF DEVELOPMENT CHANGE MODEL 8

WORKSHOP GOALS 14

WORKSHOP OBJECTIVES 18

GENERAL WORKSHOP SCHEDULE

Phase I

#1, 2, 3, 4

#5, 6

#7, 8

#9, 10

#11, 12

#13, 14

#15, 16

#17, 18, 19, 20

Phase II

#21

#22

#23

#24

#25

#26

#27

#28

#29

INTRODUCTION

In-Service Workshops: Key to Career Education Implementation

A potential labor force of 40,000 students is enrolled in Detroit's high schools, yet only one youth in four is gaining an experience in the world of work. Furthermore, in 1977 the unemployment rate (adjusted for population in the labor force) of non-white teenagers was over three times the unemployment rate for white teenagers. Three, and possibly four, teenagers out of every five in Detroit cannot find employment. Since many of these teenagers are still in school, desire only part-time work, and/or live with their parents, the significance of this situation is likely to be underestimated. The problem will become substantially greater and more apparent should these disappointed teenagers become frustrated adults (Jefferson, New Directions for Business, Labor and Education, April, 1977).

Detroit school officials need to respond effectively to the challenge of providing opportunities for career education training for their students. Detroit school leaders need to increase program capacity and excite student interest in the world of work. The number of youths gaining experience in the world of work should be increased from one in every four youths to at least three in four. The challenge can be two-fold: to increase present program capacity and to develop career opportunities relevant to the needs of students and industry employers.

The above paragraphs suggest that Career Education is a needed, exciting and a dramatic educational concept whose time has now arrived. It embraces the need for learners to be active participants in their own "becoming," and contributors to the community they are thus prepared to enhance. Career Education can be viewed as the focal point for curricula and instructional realignments toward a new effort to coordinate the goals and resources of society and for a more effective and relevant education. Career education research, development and demonstration is off and running throughout the nation and in Detroit Public Schools--but career education has not yet arrived. When school curricula are modified to include career education concepts as basic elements of content, career education will truly have arrived.

Instructional imperatives such as career education are incentives to sensible change but are pressures as well. Development and implementation must be in the curriculum. However well designed on paper and conceptually sound, curriculum plans are meaningless until they reach the student. Implementation demands an effective management and curriculum plan and interested and prepared persons to bring it to life. Helping these persons to develop the commitment and the needed skills and knowledge base to execute such curriculum plans is the challenge facing the in-service training staff.

In-service education is vital to program adoption and implementation. It is a process allowing needs to germinate and grow to full life; it is facilitating the growth of those charged with the various responsibilities identified to be performed.

In-service education, like every other process, has its various phases (i.e., knowledge, commitment and competency) with each requiring its own unique mode. The knowledge phase includes information about career education; that is, the rationale, concepts, objectives and strategies involved. The second phase is commitment. A personal attitude of commitment is necessary if knowledge is to be used correctly. A positive attitude cannot be secured by obtaining knowledge alone. It needs interaction, involvement, participation and identification. Competency, the third phase, involves a combination of information and skills. For competency to exist there must be opportunity to observe, to practice, to experiment, to preapre, to transact, to evaluate, to receive prompt feedback regarding style and effectiveness--plus the opportunity to try again.

There are other phases, but these few served as a basis for designing the present in-service workshops. The reason for citing these was to suggest high priority tasks that will be addressed and the possible methods by which these tasks can be achieved.

Finally, in-service in career education cannot be viewed as a frill or an add-on to the present program. It must be considered as an integral feature, not one that occurs a few days before school opens, after school, or only in the summer. It must be woven into the ongoing substantive, procedural and organizational fabric of the system.

PROGRAM STRUCTURE

The vital role of the teacher and in-service programs in career education was exemplified by the Detroit Urban Career Education Project. The project serves two "inner-city" regions (Detroit is a decentralized school system with 9 regions) with a combined student population of over 50,000. The selected regions were involved in a K-12 career education oriented curriculum project designed to deliver an "infused" curriculum approach for students in the Northeastern and Southeastern high school constellations that was in harmony with the objectives of the Michigan Career Education Model.

The project seeks to provide teachers, counselors and administrators with the knowledge, skills and commitment necessary for infusing career development concepts into the school system as an integral part of the total K-12 curriculum.

The initial in-service training for approximately 150 teachers, counselors and administrators was held during the summer of 1977 (June 20 - July 1, 1977). The two week workshop was designed to provide school staff members with the knowledge and skills they would need to implement career education in their classrooms. Activities included examination of the Common Goals of Michigan Education and the goals of Region One and Eight, development of career education goals and objectives, and identifying and using various kinds of resources.

While acquiring expertise in career education planning and implementation, school staff members were also given the opportunity to develop instructional lessons and units that infused career development and the subjects they teach. These career education oriented lessons and units have become part of the classroom activity during the first semester of the school year, and are being tested and revised as necessary.

Weekly In-service Workshops

During the 1977-78 school year, when career education lessons and units were being implemented, approximately 30 weekly in-service workshops were conducted to help school staff members to continue development and refinement of infused lessons and units, and to help school staff members overcome any problems that may have developed during the initial implementation phase.

Phase I

Twenty workshops were completed during the first semester of the school year (September, 1977 to January, 1978), i.e., ten in-service training sessions for fifty elementary teachers, counselors and administrators and ten training sessions for fifty middle school and high school staffs. The in-service workshops were held on Monday or Tuesday of each week at either Northeastern High School (for Region One school staff members) or Southeastern High School (for Region Eight school staff members), both facilities are centrally located and easily accessible to teachers from the respective regions.

Phase II

During the second semester of the school year (February, 1978 to May, 1978), nine in-service training sessions by content area were held for approximately 200 teachers, counselors, administrators and paraprofessionals. Specifically, the purpose of the workshops was to relate career education techniques and methods to the following disciplines:

- Social Studies
- Mathematics
- Science
- English, Language Arts, Reading
- Music, Art
- Vocational Education (e.g., Home Economics, Industrial Arts)
- Business Education, Distributive Education
- Physical Education and Health
- Support Services (i.e., Counselors and Administrators)

Workshops were held on Monday of each week and the location was rotated among the four middle schools (i.e., Spain, Foch, Knudsen and Remus Robinson) to motivate and facilitate participant attendance.

The weekly workshop portion of the Urban Career Education Project was designed to be flexible in its scheduling, resources, and emphasis. Its direction will come directly from staff-expressed needs through requests for assistance.

In general, there were two major areas on which this portion of the staff development program focused. One area involves those initial needs related to the continued development and refinement of infused lesson plans. This portion of the staff development program also involved assisting school staff members in the use of new materials and teaching strategies that are part of the career education program.

The second major area was concerned with school staff needs related to support programs designed to assist teachers and students in meeting their career education objectivies. As one is involved in program delivery, he or she will find needs related to: 1) Community involvement strategies, 2) Use of student data for effective teaching, 3) Team relationships with school counselors, 4) Career information program, and 5) Evaluation techniques and procedures. Through a continual school staff reassessment program design, weekly in-service activities were centered around the needs of those staff members.

Ways of meeting these school staff needs included the use of resource persons, resource centers and self-instructional packets. A variety of techniques (such as small group problem solving activities, make-and-take workshops, miniversity, etc.) were utilized to provide maximum opportunities for exchanging ideas and for revealing and reviewing new learning experiences.

In summary, the following four goals best express the intent of the weekly in-service training process:

1. To insure that all staff involved with the delivery of career education are continually informed of the rationale and methods of infusing career education into the existing program.
2. To provide information about the resources that are available and opportunities to develop needed materials that do not exist.
3. To provide time and setting to interface with other staff to exchange knowledge, opinions, and questions during the implementation phase.
4. To keep staff advised as to support programs or materials that will assist them in meeting their instructional objectives.
5. To relate career education techniques and methods to a wide variety of disciplines (e.g. Mathematics, Science, Social Studies, etc.,)

Selection of Workshop Participants

Approximately three hundred teachers, counselors and administrators from fourteen elementary, middle and high schools participated in either Phase I (September, 1977 to January, 1978) or Phase II (February, 1978 to May, 1978) of the weekly in-service training workshops. All teachers, counselors, administrators and paraprofessionals in schools associated with the Urban Career Education Project were eligible to attend the workshops, and were encouraged to participate by either the building principal or the career education coordinator. High priority, however, was accorded individuals who served on the building level Career Education Steering Committee, as the committee members were expected to conduct workshops in their respective buildings as well as elicit involvement and support of other staff members.

STAFF DEVELOPMENT CHANGE MODEL

One of the exciting challenges of working with the Urban Career Education Project has been the opportunity to design and test an in-service model. It was challenging because the in-service training staff accepted the position that if in-service education is to be successful in effecting behavioral change, two important conditions must exist. First, the program must be designed to meet the needs, interests, and concerns of the clientele it serves, and second, the clientele must have a voice in determining the ways and means that are used to alleviate their concerns. In addition, the program must allow for the modern processes of group dynamics, for practical approaches to identifiable problems, and for horizontal and vertical communication.

As shown in Figure 1, the first step in the in-service model was to provide school staff members (e.g., teachers, counselors and administrators) with a general orientation to the concept of career education and a specific orientation to the Urban Career Education Project. The first step was designed to help the school staff perceive career education as a desirable model for public education by providing them the opportunity to share their ideas and concerns. Several important goals were identified for the general orientation process:

1. To define career education and to identify the outcomes sought.
2. To clarify the roles and responsibilities of cooperating agencies (Detroit Public Schools, Wayne State University, USOE).
3. To explain procedures used for infusing career education concepts and goals into refined lesson plans.
4. To clarify the roles of the Business Coordinator and the Community Coordinator.
5. To explain program implementation and evaluation procedures (Deliverable I and II).

6. To develop and maintain positive attitudes toward career education.
7. To help school staff members perceive career education as an evolutionary development designed to better motivate and meet the needs of all students.

The second step in the sequence involves providing teachers, counselors and administrators opportunities to identify or delineate their respective needs. This implies that school staff members should be deeply involved in the analysis of regional and individual school needs. School staff members were also involved in goal setting, identification of objectives and producing specifications for the program development component.

In step three, the goals and objectives generated by school staff members served as a basis for designing and planning weekly in-service training sessions. In addition, the in-service training staff used their experiences, knowledge, current research findings and the results of model in-service programs tried elsewhere as sources for identifying appropriate in-service strategies.

The in-service program to this point, has offered teachers, counselors and administrators some general information about the career education concept and limited involvement in the workshop design and implementation. The task in step four was to provide further in-service experience that would permit school staff members to significantly change student behavior in the classroom. The focus of experiences in this phase was to introduce school staff members to resources and instructional strategies that would facilitate the implementation of infused lesson plans into their classrooms.

A process was established whereby school staff members could communicate with the building in-service coordinator regarding their needs. Needs were then classified into broad categories as follows:

Infused Lesson Plan Related

1. Content
2. Strategies Methods (instructional, guidance, administrative)
3. Resource (acquisition, development, and utilization)

Other Concerns, Issues, Problems

1. Community involvement
2. Career information
3. Guidance and counseling support
4. Evaluation techniques

Using the above process, the building coordinators could identify needs immediately and respond accordingly.

Finally, in step five, formative and summative evaluation procedures were used to monitor implementation, collect data and assess program discrepancies. Data were evaluated and analyzed by the in-service training staff and appropriate revisions in the workshop design and/or strategies made where needed.

In preparing to design the staff development change model for the Urban Career Education Project, the in-service training staff looked to some of the basic principles of successful in-service education. While many sources were reviewed and used, the following fifteen learner and learning concepts (as developed by Alfred Gorman in Teachers and Learners: The Interactive Process Education, Allyn and Bacon, Inc., 1969, pp. 13-14) served as the primary theoretical and empirical base.

1. Learners (and teachers) bring with them to the classroom a cluster of understandings, skills, appreciations, attitudes, and feelings that have personal meaning to them and are in effect the sum of their reactions to previous stimuli.

2. Learners (and teachers) are individually different in many ways, even when grouped by ability.

3. Learners (and teachers) have developed concepts of self, which directly affect their behavior.

4. Learning may be defined as a change in behavior.

5. Learning requires activity on the part of the learner. He should not be passive.

6. Learners ultimately learn what they actively desire to learn; they do not learn what they do not accept or come to accept.

7. Learning is enhanced when learners accept responsibility for their own learning.

8. Learning is directly influenced by physical and social environment.

9. Learning occurs on successively deeper levels.

10. Learning is deepened when the learning situation provides opportunity for applying learning in as realistic a situation as is feasible.

11. Learners are motivated when they understand and accept the purposes of the learning situation.

12. Learners are motivated by success experiences.

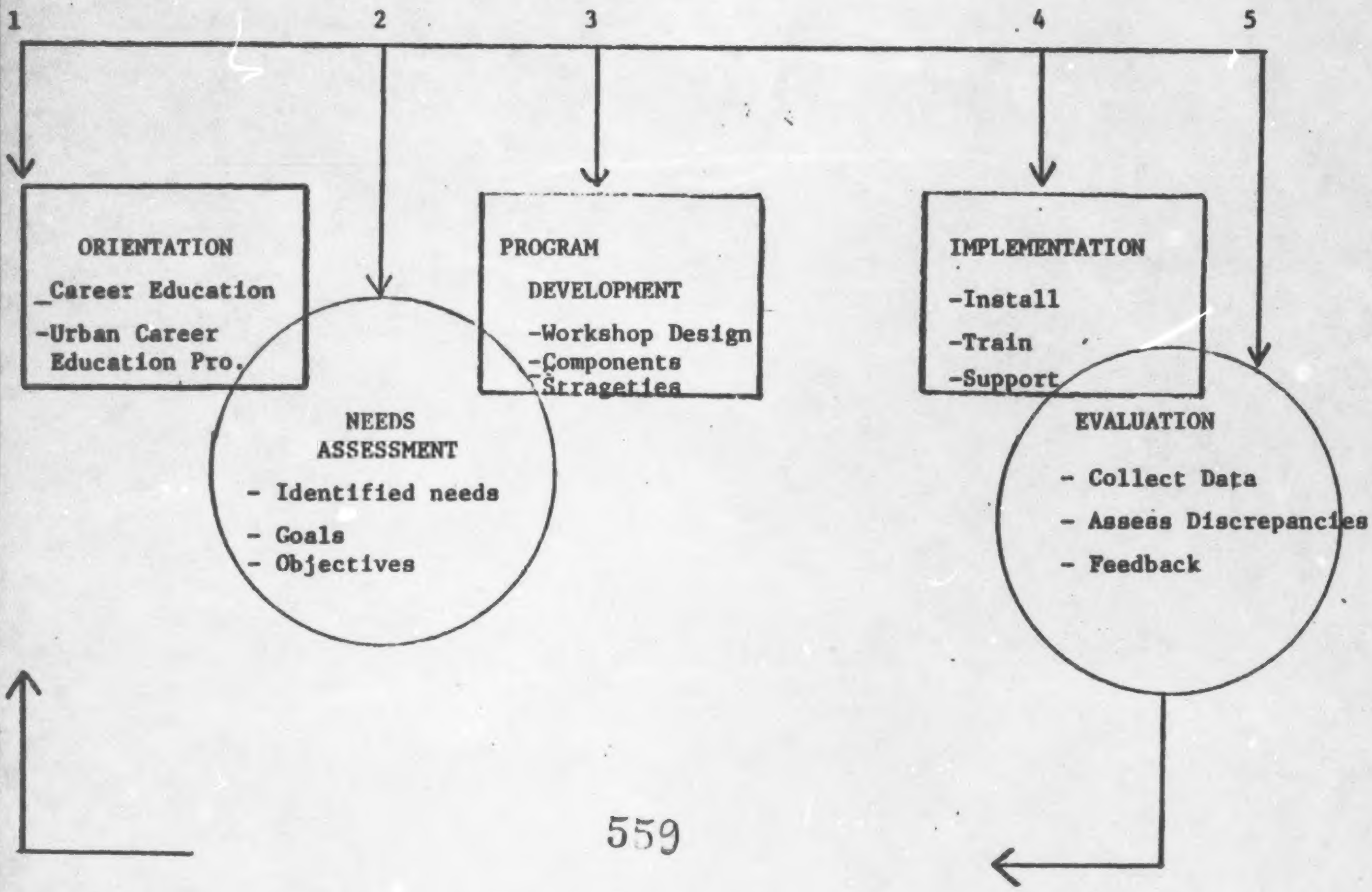
13. Learners are motivated by teacher acceptance.

14. Learners are motivated when they can associate new learnings with previous learnings.

15. Learners are motivated when they can see the usefulness of the learning in their own personal terms.

Observing these learners and learning concepts in any in-service education program (and the resulting change in classroom practices) contributed to the effectiveness of student learnings.

STAFF DEVELOPMENT CHANGE MODEL


1
2
3
4
5
ORIENTATION
_Career Education
-Urban Career Education Pro.
NEEDS ASSESSMENT
- Identified needs
- Goals
- Objectives
PROGRAM DEVELOPMENT
-Workshop Design
-Components
-Stragetiea
IMPLEMENTATION
-Install
-Train
-Support
EVALUATION
- Collect Data
- Assess Discrepancies
- Feedback

IN-SERVICE TRAINING STAFF

The completion of the tasks specified on the following pages were accomplished by two members of the faculty of the College of Education, Wayne State University, with assistance from the Urban Career Education Project Director and eight career education coordinators employed by Detroit Public Schools. The task involving the recruitment and selection of participants, designing and planning in-service training sessions, and the training of teachers, counselors and administrators in the infusion process was conducted at sites selected by the Project Director in consultation with the Wayne State University Curriculum Consultant and the eight coordinators. All other tasks were completed on the campus of Wayne State University.

In-Service Staff

Project Director	Ms. Patricia Pettress School Center Building Detroit Public Schools
Curriculum Consultant	Dr. Robert Henderhan Associate Professor College of Education Wayne State University
Teacher Training Coordinator	Dr. Burnis Hall Associate Professor College of Education Wayne State University
Coordinator	Ms. Dorothy T. Hall Northeastern High School Detroit Public Schools
Coordinator	Ms. Mary F. Hunter Southeastern High School Detroit Public Schools
Coordinator	Mr. Thomas Kabrovich Foch, Remus Robinson Middle Schools Detroit Public Schools

Coordinator	Mr. William B. Sanders Knudsen, Spain Middle Schools Detroit Public Schools
Coordinator	Ms. Jean White George, Campbell, William Elementary Schools Detroit Public Schools
Coordinator	Ms. Carole Anderson Lillibridge, Keating, Stark Elementary Schools Detroit Public Schools
Coordinator - Resource Center	Ms. Ruth Anderson Scripps, George Elementary Schools Detroit Public Schools
Business Coordinator	Mr. William Batchelor Detroit Public Schools
Community Coordinator	Ms. Clara Crowell Detroit Public Schools

IN-SERVICE WORKSHOP GOALS

The following list of goals is intended to reflect those aspects of the Urban Career Education Project which relate directly to Career Education content implementation for the 1977-78 school year. These goals are presented and should be understood as "general participant outcomes."

PHASE I

Workshops	Goal
1, 2, 3, 4	1. To understand the intent, thrust and structure of the weekly workshops.
	2. To understand the Career Exploration concept as it relates to the Michigan Career Education Model.
	3. To reaffirm the format and sequence of an infused content Career Education lesson plan.
	4. To understand the importance of participant input in designing and planning the weekly workshops.
5, 6, 7, 8	5. To understand the need for submission of Deliverable I and II.
	6. To know the purposes and functions of the Business Coordinator.
	7. To know the purposes and functions of the Community Coordinator.
	8. To know the meaning of the fifteen Career Education Instructional Goals.
	9. To understand the methods and procedures for developing Career Education instructional goals.
9, 10, 11, 12	10. To know strategies and activities for infusing Career Education concepts into existing curriculum.
	11. To know selected resources that facilitate the use of Career Education strategies and activities.

IN-SERVICE WORKSHOP GOALS: PHASE I

Workshops	Goal
13, 14, 15, 16	12. To reaffirm infusion Planning Guide and method. 13. To know specific instructional unit for which infused lessons will be developed. 14. To understand how the instructional unit is related to the Lesson Topic Outline, subject content and Career Education Goals.
17, 18, 19, 20	15. To understand an organizational model that will facilitate the implementation of supplementary instructional programs into the ongoing curriculum. 16. To know procedures that will further pupil achievement through the provision of an instructional approach emphasizing individualization and variety in lessons.

IN-SERVICE WORKSHOP GOALS: PHASE II

Workshops	Goal
21	1. To know strategies and instructional activities for infusing career education concepts into the Social Studies content area.
	2. To know selected resources for obtaining career education strategies and activities that are related to Social Studies.
22	3. To help participants understand how the field of Mathematics relates to selected occupations.
	4. To demonstrate a variety of strategies and activities that will help students relate Mathematics to learning, living, and working in the real world.
23	5. To acquire knowledge and skills necessary to implement the "Health Career Exploration Unit" in the Science content area.
	6. To know career exploration activities and strategies that will supplement present career education activities in the Science content area.
24	7. To know the Michigan Model of Career Education and how it relates to Language Arts, Reading, and English.
	8. To understand how the Comprehensive Career Education Model (CCEM) units are related to English, Language Arts and Reading.
	9. To know Career Education activities that can be infused into Language Arts, English and Reading.
25	10. To know how to infuse Career Education concepts into the Art curriculum with emphasis on art occupations.
	11. To apply knowledge and skills gained in previous workshop sessions in developing infused Art activities.

IN-SERVICE WORKSHOP GOALS: PHASE II

Workshops	Goal
26	12. To know a systematic procedure for developing infused career education units in Vocational Education.
	13. To know instructional activities that facilitate the infusion of career education concepts into Industrial Arts and Vocational Education classes.
27	14. To know and understand the benefits of Distributive Education classes and the role of Distributive Education Clubs of America (DECA).
	15. To know infusion activities and strategies that relate career education to Business Education.
28	16. To know and understand how to use the Michigan Department of Education "Instructional Resource Guides" in selecting activities that infuse career education concepts into Health and Physical Education.
29	17. To understand the role and function(s) of counselors regarding the infusion of career education concepts into counseling services.
	18. To know methods and procedures that parents, teachers, counselors and administrators could use to facilitate career awareness, exploration and planning for students.

WORKSHOP OBJECTIVES

There are fifty-one specific objectives (outcomes) presented in the available detailed workshop description (i.e., Phase I and II). Each of these specific outcomes is a mirror reflection of one of the general outcomes listed on the preceeding page, and each of these specific outcomes is also demonstrable and observable. Hence, only the critical specific outcomes are listed below in summary form.

Specific Outcomes

Overview

The participants will list, define, or otherwise demonstrate knowledge of all content specified or implied in the general outcomes.

Specific Outcomes

1. Each participant will identify and rank at least three problems, issues or concerns that the in-service training staff should consider in designing and planning the weekly workshops.
2. Each participant will produce and submit at least three infusion activities that could be used in the classroom.
3. Each participant will produce and submit an instructional unit with specific activities that infuse career education concepts as an integral part of the unit.

WORKSHOP FORMAT

TIME FRAME	TOPIC	GENERAL OUTCOME	SPECIFIC OUTCOME
	Coffee/Registration		
3:30 - 4:30	General Introduction to Workship General discussion of Career Education Reinforce workshop intent and purpose Formal introduction to workshop coordinators Specific notation on general and specific workshop tasks and products	1. To know the general aspects of the topics covered	1.1 To be able to ennumerate workshop intent and process with aid from workshop guide 1.2 To be able to identify by name the principal workshop coordinators 1.3 To be able to ennumerate the tasks and products required

SPECIFIC OUTCOME	TACTIC	METHOD	ACTIVITIES	TIME SEQUENCE
1.1 1.2 1.3	Teacher-Learners	Lecture/Demonstration with Questions	The participants will listen, observe and enter into clarification questions as required.	3:30 - 4:30

WORKSHOP #1, 2, 3, 4

SPECIFIC OUTCOME	RESOURCES	EVALUATION	COMMENTS
1.1 1.2 1.3	Materials Overhead Projectuals Slides/Audio Worksheet to accommodate specific outcomes 1.1, 1.2, 1.3, Equipment Overhead Projector Slide Projector Tape Playback Unit	Participants will be provided with a simple notation sheet on which they will be required to indicate knowledge of specific outcomes 1.1, 1.2, 1.3,	

WORKSHOP FORMAT

TIME FRAME	TOPIC	GENERAL OUTCOME	SPECIFIC OUTCOME
4:30 - 5:30	Identification of Relationships between Career Education and classroom activities	To know how Career Education components relate to classroom activities.	To list classroom activities and match them with Career Education components. At least four such relationships will be made and described as to function and meaning.

SPECIFIC OUTCOME	TACTIC	METHOD	ACTIVITIES	TIME SEQUENCE
1.1 1.2	T - L	Lecture/Demonstration	Participants will receive guided instruction in both lecture and small group format.	
1.3	L - L	Group Discussion		

SPECIFIC OUTCOME	RESOURCES	EVALUATION	COMMENTS
1.1 1.2 1.3	Materials Overhead Projectuals Vis-u Pens Flip Charts Equipment Overhead Projector Flip Charts	Each group will have listed at least four activities and corresponding Career Education components. Each group will also describe the relationships derived. This will be accomplished on forms provided.	

WORKSHOP #5, 6 - ELEMENTARY SCHOOLS

3:30 - 3:45	Deliverable I	1. Produce Deliverable I	1.1 Fill out Deliverable I
3:45 - 4:00	Business Coordinator	2. To know purposes and functions of Business Coordinator	
4:00 - 4:15	Community Coordinator	3. To know purposes and functions of Community Coordinator	
4:15 - 5:20	Career Education Instructional Goals	4. To know the meaning of each Career Education instructional goal	4.1 Create a written definition of each Career Education instructional goal
			4.2 Delineate Career Education goal and meaning
5:20 - 5:30	Summary		

4.1	Pupil -Pupil	Small group interaction and discussion	The large group will be divided into groups of 3's or 4's to discuss meaning of assigned Career Education instructional goals and create written definitions	4:10 - 5:00
4.2	Pupil - Pupils	Presentation, Reporting clarifying	Chairpersons will report	5:00 - 5:20

4.1
- 20 pages of newsprint
- 10 magic markers
- masking tape
- additional copies of Career Education instructional goals
- meaning sheets
- copies of Deliverable I
- copies of In-service workshop goals

WORKSHOP #7, 8 - MIDDLE AND HIGH SCHOOLS

3:45 - 4:00	Deliverable I	1.	Produce Deliverable I	1.1	Fill out Deliverable I
4:00 -5:00	Career Education Instructional Goals	2.	To know the meaning of each Career Education instructional goal	2.1	Create a written definition of each Career Education instructional goal
5:00 - 5:35	Concensus Meaning of each Instructional Goal	3.	To know the meaning of each Career Education instructional goal	3.1	Small groups will be able delineate Career Education goal meaning
5:35 - 5:45	Summary				

2.1	P -P	Small group interaction and discussion	The large group will be divided into groups of 3's or 4's to discuss meaning of assigned Career Education instructional goals and create written definitions	4:00 - 5:00
3.1	P - P	Reporting, clarifying revising	Chairperson from each group will report group concensus meaning for each assigned career education instructional goal	5:00 - 5:35

2.1 - 15 pages of newsprint
- 10 magic markers
- masking tape
- copies of career education instructional goals
- meaning sheets
- copies of Deliverable I
- Copies of in-service workshop goals

WORKSHOP #9, 1C - ELEMENTARY SCHOOLS

3:30 - 3:00	Deliverable I	1. Produce Deliverable I	1.1 Fill out Deliverable I
3:45 - 5:20	Infusion Strategies and Activities	2. To know strategies and and activities for infusing career education into regular classrooms	2.1 Participant will be able apply at least three career education activities/ strategies in their classrooms
	Resources for Infusion Strategies and Activities	3. To know selective resources for obtaining strategies and activities for infusing career education into regular classes	3.1 Participants will be able to identify and describe at least two major resources for obtaining career education activities
5:20 -5:30	Summary		

2.1	Teacher - Student	Lecture -demonstration individual and small group activities	2.1	Participants will list 5 ways in which they are different from other members in the workshop	3:45 - 4:15
				- Participants will complete the below instruments: "My Facts and Figures" "Foods We Like" "Our Favorite Things" "A Riddle About Me"	
				- Participants will complete the above charts for themselves and then list the same information from five other workshop members.	
				- Selected participants will read their "Riddle" to the group members	
				- Participants will place their name on back of "Riddle" and post around the room	
			2.12	Large group will be divided into groups of 2's	4:15 -4:40
				- Each group will select an occupational cluster and make a collage of people performing their role or occupation	

2.1	T -S	Lecture - demonstration individual and small group activities	2.13	Divide participants into two teams each team will be provided with 5 pictures of different occupations - Each group will non-verbally role-play one of the occupations and the opposing team has 3 opprotunities to guess the profession - Teams will alternate and the team with most points wins	4:40 - 5:00
3.1	T - S	Demonstration	3.1	The resources for Objective 2, will be identified and use of, carefully explained demonstrated	5:00 - 5:20

WORKSHOP #9, 10

2.1 Self - Awareness Forms - (50 of each)
3.1 "My Facts and Figures"
"Foods We Like"
"Our Favorite Things"
"A Riddle About Me'

- Masking tape
- Magazines with pictures of people
- magic markers (15)
- Paste (15 bottles)
- Poster boards (15)
- Scissors (15)
- Handout with 15 cluster and related jobs
- 10 pictures of different occupations
- Michigan Department of Education Booklets
  "Ideas for Activities - Teachers (10)
  "Ideas for Activites - Guidance (10)

WORKSHOP #11, 12 - MIDDLE AND HIGH SCHOOLS

3;45 - 4:00	Deliverable I	1. Produce Deliverable I	1.1 Fill out deliverable I
4:00 - 5:15	Career Education Infusion Strategies and Activities	2. To know strategies and activities for infusing career education into regular classroom	2.1 Participants will be able to apply at least 3 career education activities/strategies in their classrooms
5:15 - 5:35	Resources for Infusion strategies and Activities	3. To know selected resources for obtaining strategies and activities for career education infusion	3.1 Participants will be able to identifiy and describe at least major resources for obtaining career education activities
5:35 - 5:45	Summary		

2.1	Teacher- Student	lecture - demonstration small group interaction	2.1 - Large group will be divided into groups of 2's or 3's	4:00 - 4:30
			- Each group will select an occupational cluster and make a "collage" of people performing their role/occcupation	
			- Collage will be "posted"around the room	
			2.12 - Participants will individually complete the "Personal Work Qualities Check List"	4:30 - 4:45
			- After completion of check list, they should decide which personality type they tend to be and how this relates to certain occupations	
			2.13 - Participants will complete a "Fact Sheet" and use this form and a "Resume Example" to complete a chronological Resume'	4:45 - 5:15
			3.1 Resources for Objectives 2 will be identified and specific information given regarding use	5:15 - 5:35

2.1 - masking tape
- magazines with pictures of people
- magic markers (15)
- paste (15)
- poster boards (15)
- scissors (15)
- handouts with 15 clusters with related jobs

Forms:

"Personal Qualities Checklist"
"Personality Profile
"Job List"

- Fact Sheets" (50)
- "Chronological Resume" (50)
- lined paper (200)pages
- 2 examples of Resumes' (50)

3.1 - 27 Career Exploration Units
- Michigan Dept. of Education Booklets
  "Ideas for Activities - Teachers (10)
  "Ideas for Activities - Guidance (10)

WORKSHOP #13, 14 - ELEMENTARY SCHOOLS

3:30 - 3:45	Deliverable I	1. Produce Deliverable I	1.1 Fill out Deliverable I
3:45 - 5:20	Developing Career Education Activities for Classroom Use	2. To "make" career education activities utilizing selected resource materials	2.1 Participants will utilize the Michigan Department of Education "Activities Guides and the Wayne County Intermediate School District "Career Education Exploration materials to "Make" at least 3 three activities for use in their classrooms
5:20 - 5:30	Summary		

2.1	Student - Student	Individual and small group interaction	2.1	Each participant will select at least three activities from the below listed materials: "Ideas for Activities - Teachers" "Ideas for Activities - Guidance" "Career Exploration Units	3:45 - 4:05
			-	After selection of appropriate activities each participant will "make" at least 3 for use in his/her classroom	4:05 - 5:20

WORKSHOP #13, 14

2.1

- masking tape
- magazines with picture of people
- magic markers (10)
- paste (7 bottles)
- poster boards (20)
- scissors (15)
- 27 Career Exploration Units
- Michigan Dept. of Education Booklets
  "Ideas for Activities - Teachers (15)
  "Ideas for Activities - Guidance (15)

2.1 Each teacher will successfully "make" and "take" three activities for Infusing career education into his/her classroom

3:30 - 3:45	Deliverable I	1. Produce Deliverable I	1.1 Fill out Deliverable I
3:45 - 5:10	A Demonstration of Teacher-Developed Infusion Activities	2 Selected teachers will demonstrate career education activities	2.1 Participants will select three career education activities for demonstration
5:10 - 5:25			2.2 Each teacher will duplicate his or her career education activity and share with other participants

2.1	Student-Student	Demonstration, small group interaction	2.1 - Large group will divide into groups of 3's or 4's - Each group will select a teacher developed career education activity for demonstration - A participant from each group will demonstrate the selected activity	3:45 - 5:10
			2.2 Each participant will duplicate and distribute his/her activity to all workshop participants	5:10 - 5:15

WORKSHOP #15, 16

2.1

- masking tape
- magazines with picture of people
- magic markers (10)
- paste (7 bottles)
- poster boards (20)
- scissors (15)
- 27 Career Exploration Units
- Michigan Dept. of Education Booklets
  "Ideas for Activities - Teachers (15)
  "Ideas for Activities - Guidance (15)

2.1 Each teacher will successfully "make" and "take" three activities for Infusing career education into his/her classroom

WORKSHOP #17, 18, 19, 20 - ELEMENTARY, MIDDLE AND HIGH SCHOOLS

WORKSHOP FORMAT

Time Frame	Topic	General Outcome	Specific Outcome
3:30 - 3:45	Deliverable I	1. Produce Deliverable I	1.1 Fill out Deliveralbe I
3:45 - 4:30	Infusing Career Education Into Unit Planning	2. To provide teachers with an organizational model which will facilitate implementation of supplementary instructional programs into the curriculum	2.1 Teachers will identify careers that can be related to the various subject areas
			2.2 Teachers will list and develop a variety of activities that can be utilized to teach designated skills
			2.3 Teachers will identify and become familiar with the various elements of an instructional unit.
4:30 - 5:20	Practicing the Infusion Process	3. To further pupil achievement through the provision of an instructional approach emphasizing individualization and variety in lessons.	3.1 Teachers will write a unit infusing career education into the curriculu
5:20 - 5:30	Summary		

Specific Outcome	Tactic	Method	Activities	Time Sequence
2.1 2.2 2.3	Teacher - Student	Demonstration and lecture	2.1 2.2 2.3 - Participants will read handout on rationale for unit planning - As a total group brainstorm skills that each teacher will teach next week - List brainstorm skills on board - Brainstorm jobs that are related to each skills - List concepts and attitudes that are related to listed skills and related jobs - Brainstorm activities that will utilized to infuse skills and jobs - Identify units (subject content) and relate skills, jobs, concepts and attitudes - Summarize the above procedure	3:45 - 4:30
3.1	Student-Student	Small Groups	3.1 - Participants will be divided into groups of 3's - Each person will develop a unit infusing career education concepts with the assistance of other group members	4:30-5:20

Specific Outcome	Resources	Evaluation	Comments
2.1	- Unit Instruction Form (100 copies)		
2.2	- Workshop Evaluation Form (100 copies)		
2.3	- Rationale for Unit Planning (100 copies)		
3.1			

WORKSHOP #21 - SOCIAL STUDIES

WORKSHOP FORMAT

Time Frame	Topic	General Outcome	Specific Outcome
4:00 - 5:30	Infusing Career Education into the Social Studies Content Area	1. To Know strategies and instructional activities for infusing career education concepts into the Social Studies content area	1.1 Participants will name occupations held by his/her parents, close relatives and neighbors, etc. 1.2 Participants will be able to name "People" and "Thing" type of occupations that are related to the Social Sciences. 1.3 Participants will know how to find the "Employment Wanted" advertisements; cut out ads and list particular qualities offered. 1.4 Participants will be able to make a collage out of pictures they find related to the occupational theme of "Social Studies"

WORKSHOP FORMAT

Time Frame	Topic	General Outcome	Specific Outcome
5:30 - 5:50	Resources for Infusion Strategies and Activities Related to Social Studies	2. To Know selected resources for obtaining career education strategies and activities that are related to Social Studies	2.11 Participants will be able to Identify and describe at least three major resources for obtaining indusion strategies related to the content area of Social studies. 2.21 Participants will select two activities from an identified resources and describe how selected activities can be used in their classrooms.
5:50 - 6:00	Summary		

Specific Outcome	Tactic	Method	Activities	Time Sequence
1.1	Teacher - Student Student - Student	Mini-lecture, demonstration, small group interaction	1.11 Facilitator distributes "Jobs I Know" worksheet and instructs each participant to complete it by asking those indicated on the sheet what their jobs are. During a subsequent session the participant are to share their findings. Facilitator leads a brief discussion on the many difference (if any exist) in jobs that are available to both men and women. "Jobs I Know" worksheet worksheet may be displayed so that other group members can have the opportunity to more closely examine them.	4:00 - 4:15
	Student - Student	Demonstration, small group interaction	1.21 Participants will guess what occupation has been pinned to their backs Ahead of time, print a set of 3 X 5 cards with "people" type occupations and a set with "things" type occupations. These categories may be used as a clue for the students if you wish or discussed later. Do an example of what kinds of questions to ask. Place cards on back of participants. Participants may ask each other only questions that can be answered by yes or no find out what occupation they are. When they find out, place on board. After everyone has discovered their occupation, use the second set of cards.	4:15 - 4:30

Specific Outcome	Tactic	Method	Activities		Time Sequence
	Teacher -Student	Demonstration	1.31	Show students how to find the classified section of the paper Have students cut out nine ads Paste the classified ads on a piece of paper Under each ad, write the qualities wanted	4:30 - 5:00
	Student-Student	Demonstration, small group interaction	1.41	Put sheets of job clusters on bulletin board Gather material and set out Go over job clusters and what a poster or collage is Have participants begin. They could work in pairs or groups if you want. Stress neatness.	5-5:30
	Teacher-Student	Demonstration	2.11	Resource for Outcome #2 will be identified and specific information given regarding use. Participants will review identified resources and select 2 activities for use in their classrooms	5:30 - 5:50

Specific Outcome	Resources	Evaluation	Comments
1.1 1.2 1.3 1.4	- "Jobs I Know Worksheet" - Twice as many 3 x5 cards as you have students - pins or tape - a classroom set of daily newspaper - paste - scissors - magic markers, scissors, paste, poster board - rulers, and as many different magazines as possible - sheets with jobs in clusters for bulletin board		
2.1	- 15 career exploration units - 40 Practical Life Skill modules - Michigan State Dept. of Education Booklets -Ideas for Activities - Teacher -Ideas for Activities - Guidance		

WORKSHOP #22 - MATH

WORKSHOP FORMAT

Time Frame	Topic	General Outcome	Specific Outcome
4:00-5:00	Infusing Career Education into the Mathematics Curriculum	1. To help participants understand how the field of mathematics relates to selected occupations	1.1 Participants will create two posters: a) List of mathematics careers broken into categories; and b) List of two careers from the above categories with pertinent information about careers.
5:00-5:50		2. To demonstrate a variety of strategies and activities that will help students relate mathematics to learning, living, and working in the real world.	2.1 Participants will complete at least three activities related to learning, living and work and explain one activity to small group members.
5:50-6:00	Summary		

pecific utcome	Tactic	Method	Activities	Time Sequence
.1	Teacher-Student	Lecture - individual and small group interaction	1.11 Divide participants into small groups (4-5) and "brainstorm" a list of jobs that are directly related to mathematics. 1.12 Categorize jobs into two areas, i.e. "People working with" or "Things working with" 1.13 Participants will select one job from each category and list information concerning: - education requirements - employment prospects - main work tasks or duties - skills needed, salary, hourly wage, etc. 1.14 Selected participants will volunteer to share findings with total group.	4:00-5:00
2.1			2.11 All participants will complete at least two of the three activities listed below: a) Have participants look through equipment catalogs of all types of radios, record players, stereos, tape recorders, CB radios, etc. - Each participant will shop for whatever he likes and add up price plus tax. - Give participants a list of annual incomes of various math jobs. Ask participants to break down income to monthly and weekly totals.	5:00-5:50

Specific Outcome	Tactic	Method	Activities	Time Sequence
2.1	Teacher-student Student-student	Individual and small group interaction	- Compare amount of total "purchase" with weekly income in the various jobs. - What are the results? Shop for more or less expensive equipment according to job income. b) Have participants locate various Michigan cities on map by giving them the coordinates - Have students calculate the mileage by car - Allow students to plan a trip and figure cost of gasoline for trip. c) - Have a total group discussion on budgeting procedures and techniques for a family - Give participants a hypothetical family setting and ask them to prepare a budget for this setting. - Break participants into small groups and discuss with each other how realistic this budget is.	

Specific Outcome	Resources	Evaluation	Comments
1.1			
2.1	Crayons 15 Rulers 30 poster boards Catalogues from music shop, discount houses, retail dealers, wholesalers Job catalogs Yearbook "occupations" Career Encyclopedias Michigan road maps (25) Pencil and paper A cartesian plane		

WORKSHOP #23 - SCIENCE

WORKSHOP FORMAT

Time Frame	Topic	General Outcome	Specific Outcome
	Infusing Career Education concepts into General Science	1. To acquire knowledge and skills necessary to implement the "Health" career exploration unit.	1.1 Participants will be able to name and describe the major sections in the "Health" career education unit.
			1.2 Participants will be able to give a general overview of the science occupations in the health unit.
		2. To know instructional strategies that are activity-centered and provide students with an in-depth view of the real world.	2.1 Participants will be able to administer and interpret self-assessment tests related to science occupations.
			2.2 Participants will present and explain at least one error in Health Career Exploration unit.
		3. To know career exploration activities and strategies that will supplement present career education activities	3.1 Participants will specify in detail a step-by-step plan for implementing Health unit in their classrooms.
5:50-6:00	Summary		

Specific Outcome	Tactic	Method	Activities	Time Sequence
1.1	Teacher-student Student-student	Lecture, demonstration Small group interaction	1.1a Facilitator will divide participants into small groups (3-5 members), within each group, members will be assigned a health role	4:00-5:15
			1.1b Participants will become familiar with their respective roles	
			1.1c Using a simulation of a medical disaster, each group will respond appropriately.	
2.1	Teacher-student	Discussion, individual reaction	2.1 Small groups will brainstorm jobs related to "medical emergency" simulation	5:15-5:40
			2.2 Administer "Personal work qualities checklist," interpret results with participants.	
3.1	Student-student	Small group interaction	3.1 Small groups help each member in generating procedures and methods for utilizing "Health Unit" in their classrooms.	5:40-5:50

Specific Outcoms	Resources	Evaluation	Comments
1.1 2.1 3.1	-20 Health Career Exploration Units -20 Resource Kits for Health Units -5 maps of Beltville -5 First Aid Books -Overhead projector and screen Resource Consultant Mrs. Yvonne Rush Detroit Public Schools		

WORKSHOP #24 - English, Language Arts, Reading

WORKSHOP FORMAT

Time Frame	Topic	General Outcome	Specific Outcome
	Infusing Career Education concepts into Language Arts, English, and Reading, K-12	1. To know Michigan Model of Career Education and how it relates to Language Arts, Reading, and English.	1.1 Participants will list Career Development components of Michigan Model and explain how these are related to life roles of living, learning and working.
		2. To know Career Education activities that can be infused into Language Arts, English, and Reading.	2.1 Participants will enumerate steps for planning a unit infusing career education into Language Arts, English, Reading. 2.2 Participants will describe a process for generating and identifying activities to career education concepts into Language Arts, Reading and English.
		3. To understand how CCEM units are related to English, Language Arts, and Reading.	3.1 Participants will identify two activities from CCEM units to use in their classrooms. 3.2 Participants will complete a MOIS search related to English, Language Arts, Reading.
5:50-6:00	Summary		

pecific Outcome	Tactic	Method	Activities		Time Sequence
1.1	Teacher-student	Lecture, small group interaction	1.1a	Explain Michigan Model of Career Education and relate to life roles using overhead projector.	4:00-4:15
			1.1b	Have participants complete worksheet on Michigan Model of Career Education	
2.1	Student-student	Small group interaction	2.1a	Participants will brainstorm career education activities presently being employed in their classes.	4:15-5:00
			2.1b	Small groups report results to large groups	
			2.1c	Individually, identify an instructional unit and list expected student outcomes	
			2.1d	As a small group, help participants relate how the "brainstorm" career education activities can be enforced in their classrooms.	
3.1	Student-student	Small group interaction	3.1a	Give each participant several copies of CCEM units, explain organization of units	5:00-5:30
			3.1b	Each participant will select at least three activities appropriate for use in his/her classroom.	
			3.1c	Explain MOIS and demonstrate a step-by-step procedure for utilizing this material in the classroom.	5:30-5:50
			3.1d	Have each participant complete a simulated MOIS search	

Specific Outcome	Resources	Evaluation	Comments
1.1	-20 copies of Michigan Model of Career Education -20 copies of Pontiac School District Career Education Model		
2.1	-40 sheets of newsprint -3 examples of Career Education activities for English, Language Arts, Reading		
3.1	-45 CCEM units -20 MOIS inventory worksheets -20 Microfiche user handbooks -20 MOIS Dictionary of Occupation Resource consultant Ms. Shirley Price Career Education Consultant Pontiac Public Schools		

WORKSHOP #25 - Art, Music

WORKSHOP FORMAT

Time Frame	Topic	General Outcome	Specific Outcome
4:00-4:30	Careers in Art	1. To know how to infuse Career Education Concepts into the Art curriculum with emphasis on art-related occupations.	1.1 Participants will be able to list steps sequentially for developing and/or selecting art infused activities.
4:30-5:55	Development, presentation and discussion of art infused activities	2. To know a variety of activities and strategies for relating career education to art.	2.1 Participants will be able to present and explain at least two art infused activities 2.2 Participants will be able to present and explain at least three available resources to use in infusing career education into the art curriculum.
		3. To apply knowledge gained in creating infused activities	3.1 Participants will demonstrate understanding of what must be accomplished by: a) completing three infused art activities to use in his/her classroom, b) selecting one of the above infused activities for presentation to total group
5:55-6:00	Summary		

Specific Outcome	Tactic	Method	Activities	Time Sequence
1.1	Teacher-student	Lecture-demonstration	1.11 Give participants step-by-step procedure for developing a unit and a specific lesson that infuse career education into art.	4:00-4:30
			1.12 Show a variety of "student work" depicting the everyday lives of early Egyptians and indicate how past jobs are related to present art occupations.	
			1.13 Demonstrate "Puzzle Game" that utilizes terminology and art-related occupations	
2.1	Teacher-student	Demonstration-small group interaction	2.11 On a large railroad board make a poster that lists all the careers that you can think of that relate to art in the following categories: fine arts, crafts, design, other.	4:30-5:00
			2.12 You may divide, design, and decorate your poster in any organized and attractive way you wish. Suggestions to help you might include: the use of a symbol or two with each heading that could represent that category or a symbol for each career you think of (e.g.: camera for photographer, brush for painter, building for architect, or bowl for potter).	
			2.13 Be sure to leave some room under each category for additional career fields brought up when we share our work.	

Specific Outcome	Tactic	Method	Activities	Time Sequence
2.1	Teacher-student Student-student	Individual, small group interaction	2.1a On a second poster, list three careers from different categories, Under these careers divide your poster to allow you to list the following headings, and for you to begin to fill in the kinds of things these headings might speak to for those interested in the chosen career: - job description (what does this person do?) - education (schooling and special knowledge needed) - related business dealings (kinds of people relating to job satisfactions and pressures, where are customers, etc. - other	5:00-5:20
2.1	Teacher-student Student-student	Individual, small group interaction	2.1b (1) Make a poster that tells your good qualities (what you are like as a person, what you are good at doing, or the intelligence or skills you have) (2) Turn your paper vertically (long way up and down) (3) Use one of the following as a title for the poster: "Choose me, Hire me, Look at me." (4) Use 10 to 20 words neatly on the poster as a list or in sentences that tell all about your good qualities. (5) Draw a picture of yourself. It can be a portrait (face) or it can be you doing something that you have written about. (6) Make your poster neat and use no more than 5 colors. (7) Put your name on the back.	5:20-5:40

Specific Outcome	Tactic	Method	Activities	Time Sequence
2.1 cont			Follow up activities - Class recognition and discussion of individuals and their work. Discussion of good and bad qualities and what class thinks individuals might try to improve. Written work by students listing good and bad qualities in themselves and what they might like to change about themselves. Researching careers in advertising. 2.1c On your white paper make a poster as a sample for the classroom activity - you draw yourself and use your good points. Follow the same limitations given your kids (title, words, and picture).	
3.1	Student-student	Demonstration	3.1 Selected participants will volunteer to present and explain his/her infused art activity. All finished activities will be posted around the room for total group inspection and discussion.	5:40-5:55

Specific Outcome	Resources	Evaluation	Comments
1.1	-Student made art work (e.g., water color, paintings, weaving, crafts, relief prints, press-mold jewelry, etc.) -25 copies of "Art Puzzle" -2 poster boards per person (46) -46 sheets of 12 x 18 paper -pencils -magic markers -crayons -rulers Resource persons: Ms. Michelle Kinney Stark Elementary School Detroit Public Schools Mr. Richard Berlin Foch Middle School Detroit Public Schools		

WORKSHOP #26 - Vocational Education

WORKSHOP FORMAT

Time Frame	Topic	General Outcome	Specific Outcome
4:00-5:15	Infusing Career Education into Industrial Education and Vocational Education	1. To know strategies and instructional activities that facilitate the infusion of career education concepts into industrial and vocational education classes.	1.1 At the end of the two hour workshop each participant will have identified at least three activities to be used in his/her classroom. 1.2 Each participant will be able to describe in detail how selected infusion activities will be used in his/her classroom.
5:15-5:50	Developing Infused Units for Industrial and Vocational Education	2. To know a systematic procedure for developing infused career education units.	2.1 Participants will be able to describe a step-by-step procedure for creating instructional units that infuse career education concepts into vocational and industrial education.
5:50-6:00	Summary		

Specific Outcome	Tactic	Method	Activities	Time Sequence
1.1 1.2	Teacher-student Student-student	Demonstration-individual and total group interaction	1.11 Participants will complete the "Values Clarification Exercise entitled Obituary"	4:00-4:15
			1.12 In small groups, each participant will share his/her obituary with group members	
			1.13 Facilitator will ask each group to share commonalities that appeared in small group obituaries.	
			1.21 Facilitator will explain the differences between vocational education and career education.	4:15-5:15
			1.22 Distribute and explain examples of career education lessons, activities, resources for additional activities to participants in small groups.	
			1.23 Participants will select one activity/idea that could be utilized in their classrooms.	
			1.24 Each participant will share with total group his/her plan for utilizing the selected activity in his/her classroom.	
			1.25 Repeat steps 1.23 and 1.24 until each participant has identified and explained three activities for use in his/her classroom.	

Specific Outcome	Tactic	Method	Activities	Time Sequence
2.1	Teacher-student	Lecture-demonstration	2.11 Facilitator will distribute infused units to participants 2.12 Facilitator will explain the step-by-step procedure for developing infused units that relate to industrial and vocational education. 2.13 Using the worksheet provided by the facilitator, participants will develop in detail an infused unit (small group project).	5:15-5:50

Specific Outcome	Resources	Evaluation	Comments
1.1	-20 copies of the "Obituary" exercise		
1.2	-5 copies of the text "Values Clarification," Simon, et al.		
2.1	-5 copies of the following texts: -Career Education: Perspectives and Promise, Goldhammer, Taylor -Career Guidance, Campbell, et al. -Career Education: What Is It, Hoyt, et al. -10 copies Michigan Department of Education Manuals -Implementation Handbook -Implementator Handbook -Ideas for Activities - Teachers -Ideas for Activities - Counselors -40 copies of career education lessons and units		

WORKSHOP #27 - Business Education and Distributive Education

WORKSHOP FORMAT

Time Frame	Topic	General Outcome	Specific Outcome
4:00 - 4;10	Infusing Career Education Into the Distributive Education Content Area	1. To know and understand the benefits of Distributive Education classes and the ROLE of Distributive Educatio Clubs of America (D.E.C.A.)	1.1 Participants will be able to list 5 major functions of DE classes and D.E.C.A. 1.2 Participants will be able to list at least 8 service-related businesses and describe how they are related to D.E.
4:10-4:50		2. To know the benefits of various product packages and how service occupations are related to these products	2.1 To demonstrate the magnitude of occupations and career opportunities available for students with ability to be creative
4:50-5:50	Infusing Career Education Concepts Into Business Education	3. To Know infusion activities and strategies that relate career education to business education.	3.1 Given adequate resources, participants will develop a unit/lesson of instruction that infuses career education with business education.
5:50-6:00	Summary		

Specific Outcome	Tactic	Method	Activities	Time Sequence
1.1 1.2	Teacher-Student	Lecture	1.11 Explain the role and functions of the Distributive Education program and classes 1.12 Explain and discuss D.E.C.A. activities in Detroit's high schools as they relate to: -leadership development for students -Student self-assessment -Development of student public speaking skills -Vovational skills needed for D.E. related occupations	4:00 - 4:10
2.1	Teacher-Student Student-Student	Demonstration, small group interaction	2.11 Distribute "wheel" for Service Business exercise and newspaper ads 2.12 Use the back of exercise sheet to list the service business you find in the newspaper Be sure to list the name of the company and the page of the newspaper on which you found the ad. 2.13 Fill in the spokes of the "Wheel" with the different types of service businesses you found in your newspaper. 2.14 Participants will share their "Wheel" with total group	4:10 - 4:30

Specific Outcome	Tactic	Method	Activities	Time Sequence
2.1	Teacher-Student Student-Student	Demonstration, Small Group Interaction	2.21 Ask participants to write the term "Thought Starter" at the top of a sheet of paper	4:30 - 4:50
			2.22 Give participants a D.E. term, e.g., "Packaging"	
			2.23 Participants will list 3 questions about that term that they can answer	
			2.24 Participants will share questions with total group	
3.1	Student-Student	Individual, small group interaction	3.11 Distribute career education definitions and ask participants to create their own definition of career education	4:50 - 5:10
			3.12 Participants will share their definitions with total group	
			3.13 Distribute and explain Michigan Model of Career Education	
			3.21 Distribute instrument entitled "Check your Career Education IQ"	5:10 - 5:20
			3.22 Ask participants to complete instrument	
			3.23 Give answers and allow participants to rate themselves	
			3.24 In time allows, discuss individual items on check list	

Specific Outcome	Tactic	Method	Activities	Time Sequence
3.1	Student-Student	Individual, small group interaction	3.31 Distribute the following materials: -Common Goals of Michigan -Relating Roles to Goals -Student Exit Competencies	5:20 - 5:30
			3.32 Participants will complete worksheet on "Roles to Goals"	
			3.33 Participants will share "Roles to Goals" sheet with total group	
			3.34 Distribute and explain "Student Exit Competencies"; complete this sheet and share results with total group	
			3.41 Distribute the following materials: -Curriculum worksheet -Examples of Instructional Goals -List of Instructional Activities related to career education	5:30 - 5:50
			3.42 Each participant will complete one infusion lesson	

Specific Outcome	Resources	Evaluation	Comments
1.1	Suggested Questions for Discussion in Learning About "D.E.C.A."		
1.2	"Wheel" for Service Business Exercise		
2.1			
3.1	Common Goals of Michigan Career Education Sample Definitions Michigan Model of Career Education Check your Career Education IQ Student Exit Competencies Relating Roles to Goals Infusion Curriculum Worksheets Starter List of Potential Evaluation Strategies Examples of Permance Indicators Resource Persons: One In-Service Coordinator Three Career Education Coordinators Mrs. Louise Stanton, D.E. Dept. Coordinator Northeastern High School, Detroit Public Schools Mrs. Delores Leonard, Instructor, Business Education Wayne State University		

WORKSHOP #28 - Physical Education and Health

WORKSHOP FORMAT

Time Frame	Topic	General Outcome	Specific Outcome
4:00 - 4:10	Infusing Career Education into Physical Education and Health	1. Participants will know and understand activities and strategies for infusing Career Education concepts into health and physical education.	1.1 Participants will be able to list and explain at least 5 infusion activities
4:10 - 5:10			1.2 Using Michigan Department of Education "Ideas for Activities" booklet and other appropriate resources, participants will select 3 activities and explain how these activities may be utilized in the classroom
5:10 - 5:50			1.3 Participants will demonstrate proficiency in at least 6 "Lifetime Sports"
5:50 - 6:00	Summary		

Specific Outcome	Tactic	Method	Activities	Time Sequence
1.1	Teacher-Student	Lecture - Demonstration	1.11 Give participants 1) a list of health, environmental and recreational careers; 2) a list of lifetime sports; and 3) a career bibliography.	4:00 - 4:10
1.2			1.12 Facilitator will explain and demonstrate the 5 activities listed below: Activity #1 -distribute "Scrambled Word Exercise" with jobs related to health occupations -participants will unscrambled words and report results to total group Activity #2 -distribute "Dr.Ogle O. Snoop Crossword Puzzle" with health service careers -ask participants to locate the health jobs contained in the crossword puzzle -participants will share completed puzzle with total group Activity #3 Purpose: For the individual to describe 3 motor skills he/she does well -Facilitator distributes "Motor Skills" checklist and instructs each participant to check in the appropriate column how they feel they do with each item listed. Facilitator asks each participant to share with the group those skills they have checked in the first column and to relate to the group why they feel this way.	4:10 - 5:10

Specific Outcome	Tactic	Method	Activities	Time Sequence
1.1 1.2	Teacher-Student	Lecture - Demonstration	Activity #4 Purpose: For the individual to identify (three) activities in which he or she works alone and (three) activities in which he or she is a member of a group. 3.1 (A) -Facilitator distributes "Activities" worksheet, and instructs the participants to check the appropriate column, that is, is this an activity that you do alone or in a group, and do I do this. -Facilitator then instructs group to add activities to their own worksheet (these may be individually or group generated) and to also check whether they are done alone or in a group. -Facilitator leads a group discussion to check on the accuracy of the participants check-off on the activities. Activity #5 Purpose: Students will guess what occupation has been (pinned or taped) to their backs. -Ahead of time, print a set of 3 x 5 cards with "people" type occupations and a set with "things" type occupations. These categories may be used as a clue for the students if you wish or discussed later. Do an example of what kinds of questions to ask. -Place cards on back of students. Students may ask each other only questions that can be answered by yes or no to find out what they are. When they find out, place on board. After everyone has discovered their occupation, use the second set of cards	4:10 - 5:10

Specific Outcome	Tactic	Method	Activities	Time Sequence
1.3	Student=Student	Demonstration	1.13 Participants will demonstrate proficiency in at least 6 "Lifetime Sports" Facilitator will create 10 mini-stations where participants will be able practice and demonstrate proficiency in a specfic lifetime sport Mini-stations will include the following lifetime sports: archery, badminton, basketball bowling, golf, fishing, hockey, paddleball, ping pong, tennis, and volleyball.	5:10 - 5:50
			1.14 Facilitator will give and explain to participants at least 10 additional activities that could be used to infuse career education concepts into health and physical eduction	

Specific Outcome	Resources	Evaluation	Comments
1.1 1.2 1.3	- A list of Health, Envoronment and Recreation Occupations (25 copies) - List of Lifetime Sports - A Career Bibliography - "Scrambled Words" exercise - "Dr. Ogle D. Snoop" Health Service Wrokers exercise - "What Game Am I Playing" pantomime exercise - "Motor Skills" checklist - "Things to Do Along or in a Group" checklist - "What Am I" exercise - Pens and pencils - 40, 3 x 5 cards - pins or tape - Newsprint-employment wanted advertisements - paste - scissors - old magazines - mounting boards or poster boards - line score sheets from bowling alleys - equipment for team sports - equipment for lifetime sports - S.R.A. Occupational briefs - Career encyclopedia - Job application forms - Michigan Department of Education "Ideas for Activities - Teacher and Counselors		

Specific Outcome	Resources	Evaluation	Comments
1.1 1.2 1.3	Additional Resource / Activities - Survey of job available - Collage of Professional Sports or Health Career exercise - I'm Better than Walt Frazier exercise - Figures and Bowling - Health Simulation exercise - Professional Sports -- Entertainment or Business exercise - Team Sports and Team Work - Health Career exercise - Community Health Clinic exercise Team Skills exercise - Health Career Opportunities exercise - Consultants: Mr. Howard Little, P.E, Teacher Remus Robinson Middle School		

WORKSHOP #29 - ELEMENTARY, MIDDLE AND HIGH SCHOOL COUNSELORS

WORKSHOP FORMAT

Time Frame	Topic	General Outcome	Specific Outcome
4:00 - 5:00	Infusing Career Education Into Counseling	1. To understand the role and function (s) of counselors regarding the infusion of career education concepts into counseling services	1.1 Given a list of 15 functions for career counselors, participants will be able to list and explain at least 5 functions
			1.2 Given a list of common problems encountered by counselors in elementary, middle and high schools, participants will be able to identify, 1) specific solutions, 2) list the consequences of each solution, and 3) select the most appropriate solution for their respective situation (e.g. elementary, middle school or high school).
5:00 - 5:50	Career Counseling: Role of Public School Counselors, Administrators, Teachers and Parents	2. To know methods and procedures that parents, teachers, counselors and administrators could use to facilitate career awareness, exploration and planning for public school students	2.1 Each respective group (i.e., parents, teachers, counselors, administrators) will be able to list and describe at least 3 procedures/methods/activities that they could use to help broaden student awareness of the world of work
5:50 - 6:00	Summary		

Specific Outcome	Tactic	Method	Activities	Time Sequence
1.1 1.2	Teacher-Student	Lecture	1.11 Facilitator will list on the board and describe the role and functions of counselors as it relates to infusing career education concepts into counseling services.	4:00 - 4:30
			1.12 Facilitator will divide participants into small groups. All groups will contain parents, teachers, administrators and counselors. Small group will generate questions related to tasks and functions of counselors.	
			1.21 Working in small groups participants identify problems related to the role and function of counselors; generate possible solutions to selected problems; list consequences of each solution; and select the most appropriate solution.	4:30 - 5:00
2.1	Teacher-Student Student-Teacher	Mini-lecture, small group interaction	2.11 Facilitator will divide participants into groups according to their role in the school (i.e., parents, teachers, administrators, counselors, others).	5:00 - 5:30
			2.12 Each group will brainstorm activities/methods which could be used by that group to broaden student awareness of the world of work.	
			2.13 Each group will identify "How counselors can assist them" in carrying the tasks listed in 2.12.	
			2.14 Small group reports will be shared with total group	5:30 - 5:50

Specific Outcome	Resources	Evaluation	Comments
1.1	- 15 functions of career counselors (60 copies)		
1.2	- Problem solving procedures (60 copies)		
2.1	- magic markers		
	- newsprints		
	- paper		
	- pencils		
	- masking tape		
	Resource persons:		
	4 career education coordinators		
	1 in-service coordinator		
	1 consultant		
	(Mrs. Shirley Fisher Dallas Public Schools Dallas, Texas)		

SUBSECTION I

DETAIL OF PHASE II ACTIVITIES

BUSINESS/COMMUNITY RESOURCE ACTIVITIES

Title of Activity: Business/Community Resource Activities: A. Identifying Resources (Role Models and Site Visitations)

Grade Level: K-12

Subject: All curriculum areas

WHO	WHAT	TO OR FOR WHOM	HOW	PRODUCT	WHEN
Project Staff ordinators clerical)	Design survey form and letter to parents/business	Teachers, parents and business	From existing forms and letters.	1.a. Form letter to parents/business 1.b. Survey form to list occupation of parent.	August-1977
Teachers ose trained Phase I and ers who wish participate)	2. Send letters home requesting occupational information and willingness to be role models.. (relatives or friends names may be submitted).	To Parents	With student in each class	Occupational information on parent and volunteers for role models.	Sept.-1977
Parents	Complete form and return	To teachers	By student	Completed forms from parents willing to be role models	Sept. 20, 19
Teachers	List occupations of parent willing to be role models	Project Coordinators	From letter returned	List of role models and occupations.	Sept. 30, 19
Project rdinators	Consolidate lists	For school	From lists submitted by teachers	School compilations of occupations of parents who will be role models.	Oct. 15, 197

Title of Activity: Role Models and Site Visitations
Grade Level:

WHO	WHAT	TO OR FOR WHOM	HOW	PRODUCT	WHEN
Project Co- inators	Reproduce school lists for use as reference list	Classroom teachers	Duplicating school lists	List local school role models	October 15,'

Title of Activity: Business/Community Resource Activities:
B. Career Education Project Resources

WHO	WHAT	TO OR FOR WHOM	HOW	PRODUCT	WHEN
Project Co- inators (in elementary ools)	Assign geographic area to be surveyed by teacher and/ or students	Teachers	By location or make-up of class (where the students live)	Each teacher will have a specific area assigned to be surveyed.	September,
Teachers and dents	Survey, as a class activity, one block in the community for identification of possible role models and businesses.	Project Coordinators	Compiling information gathered from survey of the community.	List of potential role models/businesses in each local school community.	Sept. 20, 19
Teachers students	List potential role models/businesses identified in community.	Project Coordinators	Compiling information gathered from survey of the community.	List of potential role models and businesses in each local school community.	Sept. 30, 19
Project Co- inators	Consolidate list of potential Business resources identified in community.	Project resource center (used by teachers)	Compiling all of the lists for classes	List which identifies local school community resources	Oct. 15, 197
Business/ munity Coor- ator	Send request for involvement as business resources	To local school businesses	By form letter	Response from local school businesses who volunteer as business resources	Oct. 15-30,

Title of Activity: Business/Community Resource Activities: B. Career Education Project Resources

Grade Level:

WHO	WHAT	TO OR FOR WHOM	HOW	PRODUCT	WHEN
6. Business/ Community Coorsinator	Consolidate returned survey letters.	Resource Center	From letters returned by local school businesses	Compilation of businesses in communities in the project.	Nov.15,1977
7. Business/Com Coordinator	Meet and interface	Auto industry, Labor unions, Public utilities, banks, Small businessmen government agencies	Seminars, Individual meetings Advisory group CEPD #41 contacts	7.1 Commitment to participate as business resources from the various B/L/I/G 7.2 Paid and volunteer work site, work experience exploration sites and work study for students and teachers	Aug.-Nov. '77
8. Business/Co. Coordinator and Resource Center staff	Produce reference list of volunteers for role models and site visitations	Teachers	Compiling all information gathered from previous activities	List of Business resources available	Nov. 18, 1977

703

Title of Activity: Business/Community Resource Activities:
C. Procedure for Use of Business Resources

WHO	WHAT	TO OR FOR WHOM	HOW	PRODUCT	WHEN
Teachers	Send request for use of specific business resource (e.g.-roles model, field trip, etc.)	Project coordinator for school and/or Resource Center	By request/Confirmation form. (See attached form)	Continous referral service from Resource Center	Oct. '77-May '78
Resource nter staff	Contact resource person for specific activity requested	Teacher	By telephone followed by confirming letters	Confirmation of service requested by teacher	Within 1 week of request
Teacher	Conduct orientation in preparation for requested activity. (See attached activity)	Students	3. The teacher should discuss: A. What the students will view during the tour B. Site location C. Who will conduct the tour D. Will the workers be accessible for student questions E. The length of the tour. F. Educational requirements	Specific information students should seek	Prior to trip/speaker

Title of Activity: Business/Community Resource Activities: C. Procedure for Use of Business Resources

Grade Level:

WHO	WHAT	TO OR FOR WHOM	HOW	PRODUCT	WHEN
			e.g.: 1. salary expectations 2. Working conditions 3. Subjects related to occupation, etc.		
. Resource enter staff	Provide specific information: 1. Audience (age, grade, subject area, number of students) 2. Place of presentation 3. Time requirements 4. Type of program 5. Location and directions 6. Contact person	To Speaker	By written letter	Resource person will have adequate information for appropriate preparation	As soon as date has been established for activity
Speaker	Present a picture of their occupation	To students	lecture/discussion slides, films, (visual aides) tools of occupation	Information gained related to the occupation of the speaker	Day of Activity

. Title of Activity: Business/Community Resource Activities: C. Procedure for Use of Business Resources

Grade Level:

WHO	WHAT	TO OR FOR WHOM	HOW	PRODUCT	WHEN
. Business/In- stry/Labor/ overnment site	Present a picture of the industry or business	To students/teachers and/or parents	Tour/visual aides speaker/ Discussion group	Information gained by the student from the activity.	Day of Activity
. Students	Evaluate/summarize information gained through activity	Project Coordinator, Teacher and/or R.M. or business	Role playing/essays/ art projects/oral reports/quizzes	Visual summary of information students have acquired from activity	Immediately following activity
. Teacher	Evaluate benefits of the activity Send "thank you" letter to appropriate person	For Project Coordinator	1. Reviewing student evaluation or summary 2. Complete form indicating evaluation of activity 3. Send group/form letter	Teacher/student evaluation of the activity Guest host receives follow-up communication	Immediately following activity
. Resource enter staff	Record teacher/ student evaluation of activity	Project Staff	Indicate on form the evaluation of activity.	Accurate record of use and performance of resources.	Within 1 week after activity

Title of Activity: Business/Community Resource Activities: D. Work Experience Exploration

Grade Level: **7-8 grades (All students should be required to participate)**
Subject: All curriculum areas

WHO	WHAT	TO OR FOR WHOM	HOW	PRODUCT	WHEN
1. Business Coordinator	Seeks sites where students can "shadow" workers for a given period of time. (1 day, once/week, for 1 month, etc.)	Students	1. Letters and telephone calls from contacts through other business/labor interface	Sites for short term work exploration	August-September 1977
2. Business Coordinator	Seek sites where students can do volunteer work for up to one semester.	Students	2. Same as no. 1	Sites for volunteer work exploration experiences.	August-October 1977
3. M.S. project coordinators, counselors	Obtain information on students indicating areas of career interests.	To Students	3.1 Career exploration activities with career guidance. (See attached forms)	Indication of student career interest.	Oct. 1977-Nov. 30, 1977
4. Project Coordinators and Counselors	4. Match students to volunteer work experience sites	Students	Using the information gathered on students in C.E. activities Student may identify or provide work site when possible.	Work exploration experience sites provided which match student interests	Late Nov.77 Thru mid January 78.

Title of Activity: Work Experience Exploration

WHO	WHAT	TO OR FOR WHOM	HOW	PRODUCT	WHEN
5. Students (7-8 grade)	Do volunteer work at selected sites for (1 week to 1 semester)	Employer	Under direction of employer	1 volunteer work experience	Jan-May, 197
6. Employer	Evaluate interim performance/share information	Student/counselor (Both may not be required)	Discussion or in writing	Interim evaluations of experience . Additional information for students	1 mo. aft inceptio
7. Employer	Evaluate the student's performance offer suggestions and send letter of evaluation to counselor	Student	1. Discussion with student 2. Evaluation forms	Evaluation of students performance	End of work experience exploratio
8. Students	Evaluate with/for counselor the work experience exploration based on previous expectations & actual experiences	Counselor	Discussion with counselor/employer. Evaluation forms	Student evaluation of value of experience and implications for future discussions.	End of work experience exploration
712					713

Title of Activity: Business/Community Resource Activities:
E. Work Experience Exploration
Grade Level: 9-10
Subject: All curriculum areas.

WHO	WHAT	TO OR FOR WHOM	HOW	PRODUCT	WHEN
1, Project co-ordinator for Middle and High School and counselors (Counselor aides)	Develop systematic means of matching students to jobs related to career interests. Discuss Counselor's use of I.S.N.Y.C. job slots and co-op	Students	1. Students will complete form indicating areas of interest. 2. Counselors will categorize available jobs to match with interest.	1. Forms indicating student interest 2. List of categories of available jobs	Sept. 1977
2. Business/ Community coordinator	2. Seek additional jobs providing more varied experiences for students	For students (Paid work will be for 9th graders primarily) From B/L/I/G	Through use of contacts in community, chamber of commerce, Business groups Labor unions, and other available resources	2.a. More varied selection of I.S.N.Y.C. & co-op job sites. b. Additional job sites for students.	August-Sept.
3. Business/ Community Coordinator	3. Seek sites for volunteer work experiences	Students	3. Same means as #2.	3. Same as #2	August-Sept.

Title of Activity: Business/Community Resource Activities: E. Work Experience Exploration

Grade Level:

WHO	WHAT	TO OR FOR WHOM	HOW	PRODUCT	WHEN
4. Project Co-ordinators (M.S. & H.S.) and counselors	4. Match students and work site (paid or volunteer based on need)	4. Students	4. Using the student interest forms and matching with work sites available. Students will request paid work experience and follow the established procedure related to establishing existence of need. (Guidelines related to income, size of family, etc.)	Work sites provided for students which match their interest areas as well as possible	Late Nov. 197 thru mid- Jan 1978

Title of Activity: Business/Community Resource Activities: E. Work Experience Exploration
Grade Level:

WHO	WHAT	TO OR FOR WHOM	HOW	PRODUCT	WHEN
. Students 9th grade)	5. Work for 1 semester at paid/ volunteer sites	Employers	Under direction of employer. (hrs., responsibilities)	1 semester of paid work seperience	January-May 1978
.Employer	Evaluate performance of student after 1 month Discuss with student/counselor appropriate obs.	Student/counselor	1. By observing student's performance 2. Using employer requirements to evaluate student	Interim evaluation of student's performance	March, 1978
. Employer	7. Evaluate student's work performance, offer suggestions, send letter of evaluation to the counselor	Student	1. Discussion with student 2. Evaluation form	Evaluation of semester performance of student	May, 1978
. Student 9th grade)	8. Evaluate work experience based on previous expectations and actual experience	Counselor/Employer	1. Discussion with counselor/ employer 2. Evaluation forms	Student evaluation of value of the work experience and if it met previous expectations	June, 1978

Title of Activity: BUSINESS/COMMUNITY RESOURCE ACTIVITIES: F. PARENT TRAINING PROGRAM

WHO	WHAT	TO OR FOR WHOM	HOW	PRODUCT	WHEN
1. Project Coordinator	Plan a community luncheon for each region in project.	Parents	a. Each school will selcst 10 parents to be guests. b. Guests will be sent invitations to the luncheon.	140 guests for the two luncheons	Feb. 1977
2. Project Coordinator	Organize luncheon for both regions.	Parents, region staff and region board	Plan program which will consist of: a. Film presentation on "what is Career Ed." b. Brief overview of the program for the project. c. Conduct needs assessment (pre-test). d. Lunch.	Organize luncheon which will give parents information related to the project and what is anticipated for the schools.	March 11 and 16, 1977
3. Parents	Complete needs assessment survey (pre-test)	Project staff	By completing forms for needs assessment survey	Results on Parents Information and desire for Career Ed.	March 11 and 16, 1977

Title of Activity: BUSINESS/COMMUNITY RESOURCE ACTIVITIES: F. PARENT TRAINING PROGRAM

WHO	WHAT	TO OR FOR WHOM	HOW	PRODUCT	WHEN
School staff (administrator or community agent)	Identify one parent participant from each project school for Staff Development Training Program.	Project staff	Parents will volunteer or administration select participants.	Parental involvement in Staff Development Training Program	June 15, 1977
Parents	Attend and participate in Staff Training Program.	Project schools	Attend all 10 sessions of traiing program.	a. Parental involvement in training of staff related to expectations b. Beginning format for Parent Guide for support activities	June 20 thru July 1, 1977
School staff	Identify one parent (preferably Community Council President) for additional parent training.	Project staff	Parents volunteer or administration will select select participants.	Parents to participate in Parent Training Program	June, 1977

Title of Activity: BUSINESS/COMMUNITY RESOURCE ACTIVITIES: F. PARENT TRAINING PROGRAM

WHO	WHAT	TO OR FOR WHOM	HOW	PRODUCT	WHEN
7. Chrysler Institute	Conduct the Parent Training Program (including parenting techniques) related to "special needs" of students and career education activities which can assist success of Career Ed. program with students.	Parents and Project staff	Four-hour sessions will be conducted which will address needs of parents related to Career Ed. and parenting activities.	a. Parents will receive sufficient training in order to be of assistance and support to school and student in C.E. activities. b. Parent Guide for Career Ed.	August 1977
8. School and Business/Community Coordinator	Select 25 parents for Phase II training program.	Parents	Flyers will be sent home asking for volunteers parents previously involved. Community council president will assist in identifying parents who will participate.	25 parents to participate in the fall session and 25 participants for spring session.	Sept. 1977 Jan., 1978
9. Chrysler Learning Institute (or similar agency or consultants)	Conduct Parent Training Program. (See #7)	(See #7)	(See #7)	(See #7)	a. Oct.- June 1978 b. Feb.- May 1978

Title of Activity: BUSINESS/COMMUNITY RESOURCE ACTIVITIES: F. PARENT TRAINING PROGRAM

WHO	WHAT	TO OR FOR WHOM	HOW	PRODUCT	WHEN
10. Business/Community Coordinator and Project Coordinators	Continually involve parents in Discussion Groups which have been organized to share information with parents. e.g., Social agencies can make presentations. Tours can be organized for parents.	Parents	Thru involvement with the local school community councils these activities can go on as a part of their program of the year and/or separate meetings can be held at churches, libraries or other public/private facilities.	Parents will be aware of services available to assist them/their children. Invaluable information can be shared with parents thru this activity.	Sept. 1977 thru June 1978

Title of Activity: BUSINESS/COMMUNITY RESOURCE ACTIVITIES: F. PARENT TRAINING PROGRAM

WHO	WHAT	TO OR FOR WHOM	HOW	PRODUCT	WHEN
11. Project staff (B/C coordinator, R.C. coordinator, local school coordinators)	Evaluate career education knowledge gains.	Parents	a. Post-test (needs assessment).	Post-test data	May 1978
			b. Tally referrals for assistance made to coordinators and resource center (see description of means to do this in section that addresses "Special needs of Inner-City Youth").	Number of requests made of the project staff (project coordinators, community coordinator).	May 1978

RESOURCE CENTER

TITLE OF ACTIVITY: RESOURCE CENTER : A. IDENTIFY CAREER EDUCATION MATERIALS FOR RESOURCE CENTER

Grade Level: K-12
SUBJECT AREAS: ALL CURRICULUM AREAS

WHO	WHAT	TO OR FOR WHOM	HOW	PRODUCT	WHEN
1. Project staff	Determine Career education areas to be developed e.g.: 1) Self Awareness 2) Career Awareness 3) Career Exploration 4) Decision Making	Teachers	1. Areas most frequently sighted in in School Plans developed in Phase I Training Program. 2. Needs assessment results. 3. Objectives that were identified.	Categories in which to begin selecting materials.	July-August 1977

731

732

TITLE OF ACTIVITY: RESOURCE CENTER: A. IDENTIFY CAREER EDUCATION MATERIASL FOR RESOURCE CENTER

Grade Level: K-12

SUBJECT AREAS: ALL CURRICULUM AREAS

WHO	WHAT	TO OR FOR WHOM	HOW	PRODUCT	WHEN
. Project staff and teacher trainees.	Select and evaluate films, filmstrips, tapes, records, books, programs, magazines, Career Education packaged programs.	Resource center	1. By having vendors demonstrate at Career Day and/or individual demonstrations of materials. 2. Requesting materials for review purposes. 3. Requesting catalogues from vendors colleges, technical schools, etc. 4. Requesting career education materials from companies, agencies, colleges, etc.	1. Evaluation and description of materials reviewed.	1. June 29, 1977, 2/77-8/77 2. January 1977 - August 1977 3. May, 1977 4. February 1977 to August 1977

TITLE OF ACTIVITY: RESOURCE CENTER: A. IDENTIFYING CAREER EDUCATION MATERIALS FOR RESOURCE CENTER

Grade Level: K-12

SUBJECT AREAS: ALL CURRICULUM AREAS

WHO	WHAT	TO OR FOR WHOM	HOW	PRODUCT	WHEN
3. Project staff (coordinators and para-professionals)	Develop procedural outline for catologuing available resources.	Resource center staff.	1. Reviewing existing systems 2. Modifying to fit needs of center.	Procedural outline for catologuing resources.	July-August 1977
4. Project staff	Visit resource centers located in Metropolitan Detroit area, (Pontiac, Royal Oak, Wayne County Intermediate School District)	Resource center	1. Arrange with various centers for visitations.	Ideas and format for best possible operation of Resource center.	July 11 - August 15, 1977.
5. Project staff	Select materials which are evaluated as desirable for Resource center, not with copyright dates older than 1972.	Project Director	1. Prioritize materials by desirability requests and high usage by teachers. 2. Categorize by career education areas (e.g., self-awareness, decision	1. Prioritized list of most desirable materials. 2. Categorized list of materials by career education areas.	February 1977 - August 1977

TITLE OF ACTIVITY: RESOURCE CENTER: A. IDENTIFYING CAREER EDUCATION MATERIALS FOR RESOURCE CENTER

Grade Level: K-12

SUBJECT AREAS: ALL CURRICULUM AREAS

WHO	WHAT	TO OR FOR WHOM	HOW	PRODUCT	WHEN
5. Project staff (cont.)			making, career career awareness, planning and preparation) 3. Categorize by grade level.		
6. Project Director	Determine amount of materials to be ordered.	Resource Center	1. Categorize consumable and non-consumable 2. Determine amount of money to be spent.	Quanity of materials to be ordered. Budget for materials	March-August 1977 July-August 1977
7. Project staff	Identify equipment needed to appropriately organize center.	Project Director	1. Review various kinds of equipment for storage and record keeping.	1. List of equipment needed for center 2. Cost of equipment needed for center	July-August 1977

TITLE OF ACTIVITY: RESOURCE CENTER: A. IDENTIFYING CAREER EDUCATION MATERIALS FOR RESOURCE CENTER

Grade Level: K-12
SUBJECT AREAS: ALL CURRICULUM AREAS

WHO	WHAT	TO OR FOR WHOM	HOW	PRODUCT	WHEN
8. Project staff	Order materials and equipment needed	Resource center	1. Based on list previously compiled and budget appropriated for resource center.	1. Appropriate materials and equipment for organization of center.	September-October 1977
9. Project staff	List all materials ordered, by company.	For resource center records	1. Alphabetize orders made with each company.	1. Media Source List which gives information related to source, cost, materials produced and purchased from each company.	October 3-14 1977

TITLE OF ACTIVITY: RESOURCE CENTER: B. DEVELOPING CATALOGUING PROCESS

Grade Level:

WHO	WHAT	TO OR FOR WHOM	HOW	PRODUCT	WHEN
1. Project staff (Ruth Anderson, media specialist experience).	Decide on a system for coding materials as they arrive.	For catalogue	1. Review variety of coding systems. 2. Select for simplicity and effectiveness. (Keep in shelving and storage arrangements)	1. System for coding resource center materials.	July-August 1977
2. Project Coordinator	Code materials as they arrive: e.g. 1. Description 2. Grade level 3. Career education area. 4. Number of parts or content. 5. Code number	Teachers and Project staff	1. Use coding system selected. 2. Make out cards with code and description	1. Coded materials 2. Card file of materials.	July-October 1977

TITLE OF ACTIVITY: RESOURCE CENTER: B. DEVELOPING CATALOGUING PROCESS

Grade Level:

WHO	WHAT	TO OR FOR WHOM	HOW	PRODUCT	WHEN
3. Clerical staff	1. Code materials 2. Type check-out cards, catalogue cards, and envelopes on materials. 3. Mark or stamp materials with career education logo.	Resource center Coordinator	1. Use information provided by resource center coordinator.	1. Card file of materials. 2. Coded materials. 3. Identifying stamp	September-1977 to June 1978
4. Clerical staff	1. Put envelope and check-out card on package. (Be consistent on location)	Resource center	1. Paste or glue.	Recording system for use of each piece.	September 1977 to June 1978
5. Project staff	Keep log by company of materials as they arrive.	Resource center	1. Record on form for the company, materials recieved, date recieved, number of pieces or copies in each.	Accurate acquisition record of materials	August 1977 to June 1978

TITLE OF ACTIVITY: RESOURCE CENTER: B. DEVELOPING CATALOGUING PROCESS

Grade Level:

WHO	WHAT	TO OR FOR WHOM	HOW	PRODUCT	WHEN
6. Clerical staff	Type calendar card for item as it is processed.	Resource center staff	(See attached sample)	1. Means of projecting available dates, reserve title, analyze patterns, etc.	August 1977 to June 1978
7, Clerical staff	Type evaluation cards for material	Resource center staff	1. See attached sample.	1. Means of getting evaluation by teachers of all materials requested and used.	September 197

745

716

TITLE OF ACTIVITY: RESOURCE CENTER: C. PUBLICIZE RESOURCE CENTER

Grade Level:

WHO	WHAT	TO OR FOR WHOM	HOW	PRODUCT	WHEN
Open House and Tours					
1. Project staff (R. C. coordinator)	Develop a flyer announcing R.C. opening and resources	Teachers	1. Make up a simple flyer listing various services, location of center and types of materials (See attached Request - confirmation form)	1. Teachers are aware of services and kinds of materials available 2. This could also be the first newsletter for Project	1. November 30, 1977
2. Project coordinators, R.C. coordinator	Make arrangements with schools to tour R.C. by curriculum areas. (Speaker may be provided from specific curriculum area)	Teachers (25% trained in Phase I)	1. Contact with local school administrator and l. s. steering committee (25% of staff who received Phase I training)	1. Teachers of specific curriculum areas will have opportunity to tour R.C. with information provided related to their curriculum area. 2. Handouts on materials related to curriculum area	December, 1977

TITLE OF ACTIVITY: RESOURCE CENTER: C. PUBLICIZE RESOURCE CENTER

Grade Level:

WHO	WHAT	TO OR FOR WHOM	HOW	PRODUCT	WHEN
3. Project Coordinators, R.C. Coordinator, Community Coordinator	Arrange an Open House for R.C.	For teachers, administrators, counselors, parents, central and regional staff and board members	1. Select date 2. Prepare site 3. Provide for refreshments 4. Send out announcements to schools and parents, agencies	Open House for R.C.	December, 1977
4. Teachers	Sign a 1977-78 Use-Agreement Form	Resource Center	Use-Agreement form is sent out upon first request by teacher from the Resource Center	1. File of teachers' requests for service	As soon as requests begin to arrive

749

750

TITLE OF ACTIVITY: C.E. PROJECT NEWSLETTER

Grade Level:

WHO	WHAT	TO OR FOR WHOM	HOW	PRODUCT	WHEN
R.C. Coordinator and clerical staff Project Coordinators, Project Director	Produce Newsletter for dissemination of C.E. Project information	Teachers, parents, local B/L/I/G and other C.E. Projects in country	1. Project coordinators will supply information on activities in their school. 2. In-service training information will be shared. 3. Other C.E. information will be shared: e.g. - conferences, seminars, speakers, programs, C.E. events 4. Information on new materials will be shared 5. WCISD or Publication Dept. will produce	Information and news items needed to produce good newsletter	Oct. '77 Dec. '77 Feb. '78 Apr. '78 June '78

TITLE OF ACTIVITY: C.E. PROJECT NEWSLETTER

Grade Level:

WHO	WHAT	TO OR FOR WHOM	HOW	PRODUCT	WHEN
2. R.C. Coordinator and clerical staff	Disseminate newsletter to appropriate persons	Career Education Project	1. Mailing list will be established of appropriate persons. 2. Schools will receive copies for all teachers and community groups	Newsletter will receive appropriate distribution	Oct. '77 Dec. '77 Feb. '78 Apr. '78 June '78

753

754

TITLE OF ACTIVITY: RESOURCE CENTER: D. DEVELOP A RESOURCE CENTER CATALOGUE

Grade Level:

WHO	WHAT	TO OR FOR WHOM	HOW	PRODUCT	WHEN
1. R.C. Coordinator	Begin organizing for publication of catalogue	Teachers	1. As soon as materials have been ordered. 2. List each item on a single sheet. 3. Identify appropriate areas and grade level for catalogue on this sheet. 4. Upon completion of ordering materials each item is listed on a single sheet with appropriate areas identified for the catalogue	1. A catalogue organized for simple and maximum use by teachers	March - October, 1977

TITLE OF ACTIVITY: RESOURCE CENTER: D. DEVELOP A RESOURCE CENTER CATALOGUE

Grade Level:

WHO	WHAT	TO OR FOR WHOM	HOW	PRODUCT	WHEN
			5. Organize: a. alphabetically by title b. self-index by: 1. Cluster 2. C.E. area 3. Subject 4. Grade level		
2. Clerical	Type catalogue in draft form	R.C. Coordinator	1. Type single sheet for each item. 2. Reproduce appropriate number of copies to cover all areas identified as appropriate 3. (Sample page attached)	Draft of R.C. Catalogue	September, 1977

TITLE OF ACTIVITY: RESOURCE CENTER: D. DEVELOP A RESOURCE CENTER CATALOGUE

Grade Level:

WHO	WHAT	TO OR FOR WHOM	HOW	PRODUCT	WHEN
Wayne County Intermediate School District or Publications Department of Detroit Public Schools	Reproduce catalogue in professional manner.	Teachers	1. Using facilities which they have available at their facilities.	1. First-class Resource Center catalogue	November 30, 1977
Project Coordinator	Distribute R.C. Catalogue	Teachers in local schools	1. Deliver to the teacher themselves.	1. Each teacher will have a copy of the R.C. Catalogue	December, 1977 (Before Christmas vacation)
Project Coordinators	Distribute supplemental information on new acquisitions	Teachers	1. Three Newsletters or individual printed supplements	1. Updated information on materials available in R.C.	As deemed necessary from December, 1977 - April, 1978

TITLE OF ACTIVITY: RESOURCE CENTER: E. MAINTAIN AN EFFICIENT PROCEDURE FOR USE OF MEDIA AND ACCOUNTING/EVALUATION OF MEDIA USED

Grade Level:

WHO	WHAT	TO OR FOR WHOM	HOW	PRODUCT	WHEN
R.C. Coordinator	Determines appropriate supplies and forms needed to operate	For teachers	1. Visit other centers for ideas 2. Design or modify existing forms for use	Appropriate supplies and forms for efficient operation. e.g. 1. 4 copy - non-carbon - required forms for requests 2. Calendar cards 3. Check-out cards 4. Evaluation cards 5. Media request lists 6. Media Return lists (See attached forms)	July-September, 1977
Teacher	1. Sends request for media resources	R.C. Coordinator	1. By school pick-up or 2. Local school Project Coordinator	Request for service	October, 1977 - May, 1978

TITLE OF ACTIVITY: RESOURCE CENTER: E. MAINTAIN AN EFFICIENT PROCEDURE FOR USE OF MEDIA AND ACCOUNTING/EVALUATION OF MEDIA USED

Grade Level:

WHO	WHAT	TO OR FOR WHOM	HOW	PRODUCT	WHEN
R.C. Coordinator and staff	Processes request and provide response. (Requests will be on a weekly basis - delivered on Monday, picked up on Friday for up to two weeks in one school)	Teacher	1. Check availability of service requested. 2. If available a. Fill out top of evaluation card and file by delivery date. b. Send out any appropriate letters related to service requested (for role models, site visitations or speakers	1. Evaluation procedure is in operation. 2. Information needed by business resources is provided to them. 3. Teacher notified of disposition 4. Delivery system is easily operated. 5. Accurate records available indicating use of materials.	Response should be within one week of receipt of request.

TITLE OF ACTIVITY: RESOURCE CENTER: E. MAINTAIN AN EFFICIENT PROCEDURE FOR USE OF MEDIA AND ACCOUNTING/EVALUATION OF MEDIA USED

Grade Level:

WHO	WHAT	TO OR FOR WHOM	HOW	PRODUCT	WHEN
			c. Send original request back to teacher with disposition d. Put one copy in school file e. Put one copy in school librarian file f. Put one copy in active teachers file		
R.C. Coordinator and staff	Organize next week's deliveries	Teachers	Secretary will type list of deliveries for following week: Evaluation cards filed by delivery data will be used	List of requests for following week by school. System which assures return at appropriate time.	Wednesday afternoon of each week; October, 1977 through May, 1978

TITLE OF ACTIVITY: RESOURCE CENTER: E. MAINTAIN AN EFFICIENT PROCEDURE FOR USE OF MEDIA AND ACCOUNTING/EVALUATION OF MEDIA USED

Grade Level:

WHO	WHAT	TO OR FOR WHOM	HOW	PRODUCT	WHEN
			for this list. File check-out cards by return date.		
5. R.C. Coordinator and staff	Prepare materials for delivery	To teachers	1. Place evaluation card in pocket. 2. Place check-out card in return file by date of return. 3. Organize materials by school. 4. Place in school pick-up for delivery	1. Distribution of evaluation cards to teachers 2. System for handling returns 3. Delivery system	Thursday morning of each week; October, 1977 through May, 1978
6. R.C. Coordinator and staff	Organize to process following week's returned media	Teachers	1. Secretary will type list of returns due from previous week. Check-out cards filed	1. List of returns from previous week. System which enables R.C. to trace missing items and keep track.	Monday afternoon of each week

TITLE OF ACTIVITY: RESOURCE CENTER: E. MAINTAIN AN EFFICIENT PROCEDURE FOR USE OF MEDIA AND ACCOUNTING/EVALUATION OF MEDIA USED

Grade Level:

WHO	WHAT	TO OR FOR WHOM	HOW	PRODUCT	WHEN
			1. by return date will be used for this list 2. Remove Evaluation Cards from pocket of returned media; if not completed, return with request for evaluation to teacher 3. Return Check-Out card to pocket 4. Return media to appropriate location after checking for all parts, etc. 5. Check-off material on list prepared for the week.	2. Means of assuring evaluation by teachers of materials 3. Accounting system 4. Storing system	Tuesday morning of each week; October, 1977 through May, 1978

TITLE OF ACTIVITY: RESOURCE CENTER: E. MAINTAIN AN EFFICIENT PROCEDURE FOR USE OF MEDIA AND ACCOUNTING/EVALUATION OF MEDIA USED

Grade Level:

WHO	WHAT	TO OR FOR WHOM	HOW	PRODUCT	WHEN
			6. Send reminder or call secretary of school for teachers who have not returned materials.		
			7. File Media Return sheet when all materials have been checked in as returned.	Return of all materials can be assured if staff follows through.	October, 1977 through May, 1978
R.C. Coordinator and staff	Keep an accurate record of requests for materials and services.	Project Director	1. Tally requests and services provided each month. (See attached forms)	Accurate record of requests and services provided to the schools. Also indicate high points and low points for requests.	October, 1977 through June, 1978

STUDENT ACTIVITIES

Title of Activity: STUDENT ACTIVITIES: A. ROLE PLAYING

Grade Level: K-5

Subject Area: All Curriculum Areas (Developed Appropriately for each Grade Level)

WHO	WHAT	TO OR FOR WHOM	HOW	PRODUCT	WHEN
. Teacher	Identifies skill or knowledge that is unknown.	To 60% or more of students in the class.	1. Pre-test 2. Discussion 3. Questions asked by students 4. Problem which develops in classroom 5. Course of work for grade	Identification of area which could benefit student further thru exploration by role playing. e.g., 1. "How does a bank work?" 2. "Is it hard to run a restaurant?" 3. "How does the fireman know what to do when there is a fire?" 4. "What does a judge do?" 5. "Why does Joe hit others so much?"	Throughout the 1977-78 school year. (Activity may vary from 15 mins. activity/ discussion to a 6-week in-depth unit.)

Title of Activity: STUDENT ACTIVITIES: A. ROLE-PLAYING

Grade Level: K-5

Subject Area: All Curriculum Areas (Developed Appropriately for each Grade Level)

WHO	WHAT	TO OR FOR WHOM	HOW	PRODUCT	WHEN
2. Teacher	Gathers information related to the problem which is to be used for role playing.	Students	Requests service of Resource Center. e.g., Speaker Books Kits Films	a. Planned lesson or unit related to role-playing activity. b. Experiential activities which provide additional information for students, particularly in areas which are unfamiliar to student.	Sept. 1977 thru June 1978

Title of Activity: STUDENT ACTIVITIES: A. ROLE-PLAYING

Grade Level: K-5

Subject Area: All Curriculum Areas (Developed Appropriately for each Grade Level)

WHO	WHAT	TO OR FOR WHOM	HOW	PRODUCT	WHEN
3. Teacher	Permits spontaneous role-playing activities		Teacher may permit spontaneous to demonstrate the need to acquire knowledge or to develop the ability to solve a problem.	a. On-the-spot solution to problems, answers to questions or pre-test of students' understanding or lack of understanding of subject/topic. b. Opportunity for more verbal students (but poor readers or writers) to demonstrate knowledge that they have acquired from activities. c. Opportunity for teacher to obtain additional information about student's feelings, ability, etc. which may not be apparent when traditional methods, such as tests, are used.	Sept. 1977 thru June 1978

Title of Activity: STUDENT ACTIVITIES: A. ROLE-PLAYING

Grade Level: K-5

Subject Area: All Curriculum Areas (Developed Appropriately for each Grade Level)

WHO	WHAT	TO OR FOR WHOM	HOW	PRODUCT	WHEN
4. Teacher and students	Determined depth to explor by role-playing the activity.	Class	a. Discussion b. Consensus of class c. Appropriateness to age/grade level and subject.	Group decision on extent to which to carry out role-playing activity.	Sept. 1977 thru June 1978

Title of Activity: STUDENT ACTIVITIES: A. ROLE-PLAYING

Grade Level: K-5

Subject Area: All Curriculum Areas (Developed Appropriately for each Grade Level)

WHO	WHAT	TO OR FOR WHOM	HOW	PRODUCT	WHEN
5. Teacher and students	Set up role-playing activity	Class	a. Discussion to determine how much they want/need to know (desire)	a. Establish depth of the experience (may need to be modified as teacher proceeds).	
			b. Provide experiential activities. e.g., 1. visit a bank 2. have a lawyer speak to the class 3. go to a restaurant 4. visit the fire station	b. Base of information from which to develop and determine depth of activity.	
			c. Discuss the experiential activity	c. Evaluation of student's perception of the experience.	
			d. Various children "try on" the roles (characters) and how they might act.	d. Evaluation of understanding.	

Title of Activity: STUDENT ACTIVITIES; A. ROLE-PLAYING

Grade Level: K-5

Subject Area: All Curriculum Areas (Developed Appropriately for each Grade Level)

WHO	WHAT	TO OR FOR WHOM	HOW	PRODUCT	WHEN
			e. Simulations can they be set up from the experiential activity.	e. Simulation is defined.	Sept. 1977 thru June 1978
Teacher	Incorporate any subject into role-playing activity desired or needed	Students	a. Develop curriculum areas e.g., 1. language arts activities 2. science activities 3. math activities around the topic being explored.	Lessons which blend (infuse) experiential activity and curriculum areas..	Sept. 1977 thru June 1978
Students	Indicate by their enthusiasm and interest when to topic has been thoroughly explored to their satisfaction.	Teacher	Waning of interest Waning of questions and activity	Indication to summarize and/or culminate activity.	Sept. 1977 thru June 1978

Title of Activity: STUDENT ACTIVITIES: A. ROLE-PLAYING

Grade Level: K-5

Subject Area: All Curriculum Areas (Developed Appropriately for each Grade Level)

WHO	WHAT	TO OR FOR WHOM	HOW	PRODUCT	WHEN
Students	Formulate summary of experience.	Teacher	a. Drawing conclusion or making assumptions from activities b. Product a summarizing activity.	a. Experience stories or short essays. b. Pictures, plays or oral presentations	Sept. 1877 thru June 1978

Title of Activity: STUDENT ACTIVITIES: B. ROLE PLAYING (Mini-Societies, Simulations)

Grade Level: 6-12

Subject Area: All Curriculum Areas

WHO	WHAT	TO OR FOR WHOM	HOW	PRODUCT	WHEN
1. Teacher	Identify area to be explored by development of mini-society activity (advanced role-playing).	Students	1. Pre-test 2. Discussion 3. Course of work for the grade.	Selection of unit to be developed through mini-society activity.	Beginning of the unit.
2. Students	Take pre-test.	Teacher	See attached unit (Restaurant)	Pre-test results.	Beginning of the unit.
3. Teacher	Proceed with activities which have been developed for the unit.	Students	See attached extractions of activities included in Restaurant unit.	Information obtained as a result of the activities.	As time prescribed, based on requirements for each activity. Most activities are planned for 1 hour blocks of time.
4. Students	Carry out the culminating activity (see dinner invitation with unit.)	Guests	As described in unit of work.	Dinner party in simulated restaurant.	At the end of the unit

Title of Activity: STUDENT ACTIVITIES: B. ROLE PLAYING (Mini-Societies Simulations)

Grade Level: 6-12

Subject Area: All Curriculum Areas

WHO	WHAT	TO OR FOR WHOM	HOW	PRODUCT	WHEN
5. Teacher	Give post-test.	Students	See attached Pre-Post-Test	Results which indicate the growth gained from the unit.	Final stage of unit.

(See attached unit called BUSINESS AND OFFICE, activity 3, 4, & 5 for another example of simulated activities which involve role-playing in grades 6-12.)

Title of Activity: STUDENT ACTIVITIES: C. STUDENT NEWSLETTER

Grade Level: 6-9

Subject Area: English, Social Studies, General Business, Consumer Education, Communications

WHO	WHAT	TO OR FOR WHOM	HOW	PRODUCT	WHEN
. Teacher	Identify area to be explored in simulated activity or actual production of newsletter.	With students	1. Discussion 2. Pre-test 3. Course of work for the grade	Unit selected	Beginning of semester
. Students	Take pre-test	Teacher	See attached unit (Communications and Media)	Pre-test results	Beginning of unit or activity
. Teacher	Procedes with activities which were developed for the unit	Students	See attached extractions of activities included in Communication and Media unit	Information has been gained by students as a result of the activities	3 day introductory unit, followed by activities which relate to newsletter and may require up to 1 month for production
. Students	Produce a student newsletter	Classmates, teachers, parents, other interested persons	As developed by the teacher/student after the introductory activities	A student newsletter	At the end of the unit

Title of Activity:
Grade Level:

WHO	WHAT	TO OR FOR WHOM	HOW	PRODUCT	WHEN
5. Teacher	Give post-test	Students	See attached sample pre-post test	Results to indicate gains related to student outcomes for the unit	5. Final stages of the unit

Title of Activity: STUDENT ACTIVITIES: D. STUDENT SPEAKERS BUREAU

Grade Level: 6-12

Subject Area: English, Speech, Communications, etc.

WHO	WHAT	TO OR FOR WHOM	HOW	PRODUCT	WHEN
1. Teacher	Select activity to be used for career awareness and/or exploration.	With students	1. Discussion 2. Pre-test 3. Course of work for the grade.	Unit and/or activity selected.	Beginning of the semester.
2. Students	Take pre-test.	Teacher	Refer to attached unit on Communications & Media.	Pre-test results.	Beginning of unit or activity.
3. Teacher	Proceeds with activities developed for the unit.	Students	Refer to attached unit on Communications & Media.	Students gain information as a result of the activities.	3-day introductory unit followed by activities related to Speaker's Bureau.
4. Teacher & Metropolitan Youth Foundation	Work on speaking skills and speech writing skills.	With students	1. Assignments 2. Oral presentations 3. Outside activities related to M.Y.F.	Students gain experiences which help them as speakers as result of the activities.	Following introductory unit. May require 1 month of preparation.

Title of Activity: STUDENT ACTIVITIES: D. STUDENT SPEAKERS BUREAU

Grade Level: 6-12

Subject Area: English, Speech, Communications, etc.

WHO	WHAT	TO OR FOR WHOM	HOW	PRODUCT	WHEN
5. Students	Make oral presentations on Career Education e.g., (activities, importance of, experiences related to)	Other classes and schools, parent groups, church groups, civic groups, upon request. (Safety boys and service girls may speak to younger children. Cross-age tutoring concept is used.)	By working with teacher & Metropolitan Youth Foundation on skills as a speaker and writer.	Students who are able to share Career Education information with other groups, etc. Publicity for Career Education from the major recepient.	Nov. 1977 - June 1978
6. Teacher	Give post-test.	Students	See attached sample Pre-Post-test.	Results to indicate gains related to student outcomes for the unit.	End of introductory unit.

798

799

INSERVICE TRAINING AND DEVELOPMENT

800

Tiltle of Activity: INSERVICE TRAINING & DEVELOPMENT

Grade Level:

WHO	WHAT	TO OR FOR WHOM	HOW	PRODUCT	WHEN
WSU College of Education	Training in Career Education concepts, administrative functions, counselor functions, infusion techniques, infused lesson plan development, teacher expectations, and staff working relationships	Previously trained Administrators Counselors Teachers in the target schools	group training session w/ emphasis on individual needs during lesson development and utilization of proven teacher-training techniques in expectations.	formulation of procedures by administrators and conselors. Implementation of procedures by administrators and counselors	Sept-Oct, 1977
				production of infused lesson plans by teachers	Heavy concentration during 1st half 77-78. Production throughout 77-78
				and	
				improved teacher expectations and staff working relationships as measured by independent classroom observation by monitors.	Sept-Nov, 1978

COMPREHENSIVE IN-SERVICE TRAINING PROGRAM

WORKSHOP FORMAT

LESSON EXAMPLE

Session	Time Frame	Topic	General Outcome	Specific Outcome
18	6:00 - 9:00 p.m.	Procedures for integrating efforts of administrators counselors, & teachers	1. Participants will know the procedures involved.	1.1 Each participant will be able to list all procedur on data forms provided.
				1.2 Each participant will be able to apply the procedures to case studies

LESSON EXAMPLE

Specific Outcome	Method	Activities	Time Frame
1.1	Interactive Lecture Demonstration	Participants will listen to a lecture - demonstration of the procedures involved. Questions will be received as appropriate	6:00 - 7:00
1.2	Discussion Interactive lecture demonstration	Participations in small groups will observe a case study, analyze, and apply or modify procedures as required.	7:00 - 8:00
		Participants will evaluate the analysis of each group.	8:00 - 9:00

LESSON EXAMPLE

Specific Outcome	Resources	Evaluation
1.1	**Personnel** Dr. Edward Simplins, Dean College of Education **Materials** Lecture outline Overhead projectual Work forms **Equipment** Overhead Projector	Each participant will list all procedures enurmerated on work-forms provided.
	Personnel Dr. Edwards Simpkins **Materials** Case study handouts Overhead projectuals Workforms **Equipment** Overhead Projector	Each participant will demonstrate ability to apply procedures by proper insertion or modification of the case study

SUBSECTION J

ACTIVITIES
COMMENTARY
AND
RELATED MATERIALS

Table of Contents

Business Involvement 1

Community 27

Career Education Coordinators Final Report 35

Speakers Panel Forms 46

Business Involvement

The Detroit Urban Career Education Project placed an extremely high priority to the task of establishing viable school/business interaction. The business coordinator's role was to develop business linkages. School coordinators also contributed toward this goal. The business coordinator visited target schools during the first month of the school year to acquaint each school with Project goals of developing a better relationship between the schools and the business sector.

The Business/Education Alliance of the Greater Detroit Chamber of Commerce was our first link in the establishment of a Speakers Panel. They arranged a meeting at the Detroit Edison Plaza. Further, we used other sources to recruit speakers: referrals from current speakers, career education staff, target school staff, professional organizations and special interest groups.

Initial Organizations Participating in Speakers Panel:

Blue Cross-Blue Shielf of Michigan
Burroughs Corporation
Canada Life Assurance
Chrysler Corporation
City National Bank Building
Dennis I. Talbert, Publicist, Inc.
Detroit Edison
Frank M. Seymour, Inc.
General Motors Corporation

Insurance Company of North America

L & M Office Products

Ludot & Associates,. Inc.

National Bank of Detroit

Scholastic Magazine, Inc.

Sims, Varner, and Associates

Society of Engineers and Applied Scientists

Timco Scientific Co.

United Automobile Workers International Union

Young-Sims Clinic, P.C.

Speakers were scheduled at least 3-4 weeks ahead of time and asked to identify several days and times when they were available. This was proven to be effective because the school's or teacher's schedule was much more able to accomodate schedule changes or irregularities than business people. The speaker was then called to confirm details and sent a written confirmation notice.

In addition to speaking about their occupations, the speakers were encouraged to include or speak entirely on past jobs, special interests, or hobbies.

It was noted that speakers were reluctant to speak to elementary school classes. Most speakers wanted to address high school classes and then middle school classes, in the next order of preference.

This may be due to unfamiliarity with the younger child or feelings that the high school student is more adult and, therefore, less threatening. The business coordinator suggests an orientation session for businesspersons to demonstrate techniques to use in addressing students of all ages which would assist speakers to communicate more effectively to students.

It is important not to monopolize certain speakers. However, speakers must be used if their support is to be kept and the Project's credibility maintained. In addition to thank you notes from the class, the Project sends thank you notes to the speakers.

Evaluation forms were used for each speaking appointment: Student Evaluation of Speaker, Teacher Evaluation of Speaker, and Speaker Self-Evaluation. We were, therefore, able to provide a channel through which to accumulate information to improve the delivery of this service. The forms that were developed stressed the non-threatening evaluative dimension. Numbers were used and space for positive improvement was included (see sheets which follow Business section).

It was not possible to satisfy the specifics of each request for a speaker. We informed teachers that substitutes from the same career cluster would be made if a particular speaker or occupation is not available. This procedure minimized negative feelings among the teachers when they could not receive their desired requests. Further, it is suggested that teachers be informed as to what is available so as to minimize unfilled requests and the accompanying ill feelings. As the panel grows, we will be able to accomodate more requests.

Listing of unfilled request will indicate those areas in which representatives are needed. Finally, a response to every request must be given, even if it is negative. No response, tends to stifle the support of teachers.

We feel that the potential of the Speakers Panel is tremendous and will increase in the next school year.

It was found that much better results were obtained if the teacher could call in their requests, rather than to fill out a form. A clerical person to handle the arrangements would allow staff to devote more time to solicit a greater diversity of speakers.

Several sheets relative to Speakers Panels follow the Business Section.

The Community Survey form is discussed in the community section of the final report. As the school year ended, we had begun to work cooperatively with the City Wide School Community Relations Council, Community Liaison Subcommittee. This will expand the Project's thrust as well as broaden the Speakers Panel effort. The Community Liaison Subcommittee was formed in compliance with the court ordered desegregation plan of the Detroit Public Schools several years ago. The subcommittee's purpose is to create and maintain community and school interaction.

Business coordinator and/or other staff maintained links or dialogue with the business sector (henceforth, only the word "business" will be used to indicate business, industry, labor, government, and the social service sectors):

- Association of Business, Engineering, and Science Students and Professionals
- Business/Education Alliance of the Greater Detroit Chamber of Commerce
- Greater Opportunities Industrialization Center
- Kiwanis Club of New Center Detroit
- Livonia Area Industry/Education Council, Inc.
- Metro Detroit Equal Employment Opportunity Forum
- New Detroit, Inc.
- Various business, labor, government, social service agencies (Note: Career Information Conference participants).

The Career Education Project brochure was developed and distributed. (See Community section.)

The business coordinator and/or other staff attended conferences and meetings which allowed interfacing directly with business persons:

- Articulation Meeting with Government and Community Representatives sponsored by E.S.A.A. Pilot Project, Practical Life Skills and the Career Education Project.
- Career Education Conference at Michigan State University
- Elliottorian's II Businesswoman's Club Career Conference
- Entrepreneurship Institute Seminar
- Michigan State Office of Economic Expansion
- Minority Business Week sponsored by the Small Business

Administration

Tel-Twelve Mall Career Fair

United Community Services (a Torch Drive Agency)

Vocational Education Program

Wayne County Intermediate School District Workshops

Wayne County Office of Youth Services Conference

Certificates of appreciation were presented to speakers, Career Information Conference participants, and other business persons; thus, the Project maintained a link with the business person and/or the organization so as the encourage their continued assistance for the Project.

The certificates were received by the businesses as a demonstration of their community involvement. Notes indicating the Project's appreciation and that the Project would like to maintain this support during the next school year were mailed to each speaker.

Business people are more effective if specific requests are given. Generalizations or open ended requests for assistance were not well received. These are busy people, and although they may modify what is requested, it is vastly more effective to deal in specific requests. Further, early morning or breakfast meetings were found to be a functional time arrangement. We were, thereby, able to meet them before a day's schedule presented time conflicts.

Participation in various business meetings and conventions was invaluable for identifying speakers as well as obtaining other committments of business support: field trips, job site visitations, films, brochures, and reaction to the Project. This interaction assisted in establishing the Project as an element in the spanning of the business and education chasm.

Over 500 students from all of the middle and high schools in the target areas were present at the Project sponsored Career Information Conference on May 13, 1978.

Representatives from various business, industrial, labor, governmental, social service, and educational institutions presented a full day's activities concerning careers at the Wayne State University.

Workshop Consultants:

Afbony Modeling Agency (Grooming)

Air Traffic Controller (Air Transportation Careers)

Career Placement Consultant (Interviewing Techniques)

Community High School, Detroit Public Schools (Selecting Your High School)

Counselor, Wayne State University (Knowing Yourself)

Developmental Career Guidance Project, Detroit Public Schools (College Bound Workshop)

Michigan Employment Security Commission (Using the MESC)

Resource Counselor, Dallas Urban Career Education Project (How To Get A Job)

Social Worker (Human Sexuality)

Technical Assistance Team, Detroit Public Schools (Selecting Your High School)

Community Involvement

Career Panelists:

Attorney - McCutcheon Associates, Inc.

College Student - College of Engineering, Wayne State University

Columnist - Michigan Chronicle

Economic Development Representative - Office of Economic Expansion, State of Michigan

Musician - Detroit Public Schools

Personnel Consultant - B.P.A. Enterprises, Inc.

Physician - Young-Sims Clinic, P.C.

Police Officer - Sex Crimes Unit, Detroit Police Department

Program Director - Minorities in Engineering Program, Wayne State University

Exhibitors:

Aero Mechanics Vocational High School

American Institute of Archetects

Association of Business, Engineering and Science Students and Professionals

Blue Cross/Blue Schield of Michigan

Brazelton's Florist, Inc.

Chrysler Learning Institute, Inc.

Detroit Bank and Trust

Detroit College of Business

Detroit Edison

Detroit Fire Department - Phoenix Unit

Detroit Institute of Commerce

Detroit Police Department - Recruiting and Selection Unit

Detroit Public Schools - Data Processing Department

Detroit Public Schools - Nursing Education

Detroit Urban League

Federal Aviation Administration

Greater Opportunities Industrialization Center of Metropolitan Detroit

Kettering High School

Lewis Business College

Michigan Bell

MoTech Auto Education Center

Murray-Wright High School

National Association of Black Accountants - Detroit Chapter

National Conference of Artists

Organization of Black Designers

Organization of Black Scientists

Project Outreach

Society of Engineers and Applied Scientists

Sperry Vickers

UAW - Job Development and Training Department

United States Air Force

United States Army

United States Navy

Wayne County Community College

Dr. Arthur Jefferson, General Superintendent and Mr. George Bell, Central Board President of the Detroit Public Schools, addressed the opening session of over 500 middle and high school students. This event was coordinated with the support of the two regional E.S.A.A. coordinators. Dr. Arthur Thomas of Central State University, Wilberforce, Ohio reflected on the day's activities and spoke on the importance of proper attitudes to one's success. Students, community persons, teachers, and business participants were wildly enthusiastic and wanted additional conferences. In fact, several business participants sent notes to the Project expressing their pleasure in being invited to participate in the Conference. The participants were extremely impressed by the level of sophistication of the student questions and behavior.

In planning this conference, several observations were made:

1) Large companies have personnel departments whose thrust is largely geared toward college graduate recruitments. The personnel staff size limits participation in middle and high school career conferences.

2) Some organizations declined participation in this Saturday event because it presented a situation which would necessitate time and a half extra pay for representatives, whereas a weekday event would only involve releasing the individuals from work, without additional pay.

3) Special interest groups and professional associations

provided an excellent resource to solicit business participation.

Due to the overwhelming success of the Career Information Conference, several organizations and potential funding sources have initiated contact with the Project to explore the possibilities of having a similar event in the future.

Several of our business and general program efforts have been done in concert with the E.S.A.A. Pilot Project, Practical Life Skills. Cooperation and coordination with other programs have highlighted the Project and greatly enhanced our effectiveness.

In summary, business involvement in the Project has been a high priority item in this year's program implementation. Many business linkages have been established which will be of vast importance in offering services to more students.

EVALUATION OF
CAREER INFORMATION CONFERENCE
SATURDAY, MAY 13, 1978

Persons attending the Career Conference sponsored by the Detroit Public Schools Urban Career Education Project at Wayne State University on May 13, 1978 evaluated the conference very positively. Eighty-seven percent (87%) reported the conference as being very helpful and twelve percent (12%) indicated that the conference was somewhat helpful.

Selection of Wayne State University as a conference site was met with favor by sixty-three percent (63%) of the respondents. Slightly more than thirty-six percent (36.6%) felt the location was much better than in a school.

Almost all persons attending the conference (99.6%) were satisfied with the consultants. A little over seventy-five percent (75.3%) of the participants rated the consultants as great, while more than twenty-four percent (24.4%) gave them an "OK" evaluation. Boredom prevailed for only one percent (.4%)

The majority of participants (83%) indicated that there would be somewhat of a carry-over as a result of the conference. A similar majority (82.6%) indicated that the atmosphere was free and open and the conference format "just right" (99.4%).

Almost seventy-nine percent (78.5%) of the participants would like to see more conferences like the Career Conference. More than twenty percent (20.6%) gave their endorsement by indicating that "Conferences like this are all right." Three persons were not satisfied with the conference. No reason was given for their dissatisfaction.

Many suggestions were received for the planning of future conferences. The following indicate future concerns which could be included in Career Conferences:

1. A better look at careers available (3)
2. A conference just as this one (51)
3. Have more great speakers (5)

Many respondents mentioned how great they thought the conference was and that they should be scheduled more often.

Suggestions given for improvement were these:

1. Plan more opportunity for movement during conference. Try not to schedule for the same room for a long period of time.
2. Students should be able to get the conferences they ask for.
3. There should be more time to ask questions of the speakers.
4. Need more space for the workshops.

Participants praised the Career Conference and commented favorably about Dr. Arthur Thomas, one of the speakers:

"I think that the speech from Dr. Arthur Thomas was very together and it should have touched many of us." (5)

"Dr. Thomas was excellent. If there are more conferences, I would be proud to see Dr. Thomas." (4)

"Dr. Thomas was great." (12)

"I would really enjoy hearing more of Dr. Thomas." (3)

In addition, the participants felt the conference was very worthwhile (62). Their general feelings can best be summarized in these statements made by the participants:

"I enjoyed the conference and I was really interested in it. It has helped me a great deal."

"In the future, I hope that this conference will benefit many other students as it has benefitted me."

"I hope I get picked again, not for the money, but for the experience."

"This conference really did help me decide on many things and I would like to say thank you."

"It was the best thing I have ever been to."

"It was really great and so were the speakers, consultants, etc. I must admit it was perfect."

There were 328 participants who identified their status on the evaluation feedback sheet. Following is a listing of these persons participating in the Career Conference sponsored by the Detroit Public Schools Career Education Project held at Wayne State University, Saturday, May 13, 1978.

	Number	Percent
Exhibitors	5	1.5
Panelist	1	.3
Paraprofessionals	3	.9
Parents	3	.9

School Administrator	17	5.2
Student	288	87.9
Teachers	7	2.1
Workshop Consultants	3	.9
Other (list) A.A.O.	1	.3

CONFERENCE EVALUATION FORM

FEEDBACK SHEET

Please circle the appropriate response

1. The conference was:

308 (77%)	44 (12%)	1 (5%)	1 (5%)
very helpful	somewhat helpful	not very helpful	useless

2. The place of the conference was:

222 (63%)	129 (36.6%)	1 (.4%)
great	better than school	yuk

3. The consultants were:

250 (75.3%)	81 (24.4%)	1 (.3%)
great	ok	boredom prevailed

4. I feel that as a result of this conference:

286 (83%)	58 (17%)
there will be somewhat of a carryover	business as usual

5. The general atmosphere of the conference was such that I felt:

291 (82.6%)	60 (17%)	1 (.4%)
free and open	so-so	uptight

6. I felt the conference format was:

337 (99.4%)	2 (6%)
just right	too much

7. I feel that:

   a. I would like to see more conferences like this: 286 (78.5%)

   b. Conferences like this are all right: 75 (20.6%)

   c. Forget it! I've had it with conferences: 3 (9%)

   d. I'd like to suggest this type of conference format:

I'd like to suggest that the conference be more often

I liked it just the way it was

Every year!

A better look at the careers available

Was great!

Not being in the same room so long

I don't know yet

That has something about God in it

Dr. Thomas is like a father to other cities that are having problems, to all people in the world; will not be as boring when the speaker start to preach

I didn't like the workshop

I suggest that the students get in the conference we ask for

To all high school students

That it was convenient

It was a very nice

It was a very nice speech that was given

Be held each year

Dr. Arthur Thomas

This conference format was nice

Not too long

I think that was a very nice conference

I'd liked it and would like some more

That there be more guest speakers

For school

828

I did not like it I love it

Leave it like it is

More speakers that tell what is really happening

A conference that you could ask more questions

The same but not so many speakers

I would like to visit more like this

Very good and I enjoyed it very much

Yes

Every month

None

That more speakers like Dr. Arthur Thomas

All

Doctors

Once a month

Yes

Dr. Arthur Thomas and Shirley Fisher

For our school Northern

The one you had was great

All of them

I would like to see more conferences like this

Often

On more about Human Sexuality

Was the "Best" I have ever been to

Yes I would

e. I'd like to recommend the following consultants for further conferences:

Dr. Arthur Thomas - 61
Shirley Fisher - 6
Bob Parrott - 3
James Tatum
Dr. Clifford Watson - 1
Kenneth Hill - 1
Beverly Payne - 1
Carmen Bell - 1
Beverly Hall - 1
Dr. Victoria Banks - 1
Dr. Arthur Jefferson - 2

Joyce Thomas - 2
Jim Ingram - 4
Officer Sylvia Streeter - 2
Carrie Gray - 1
Mark Smith - 1
Mayor Coleman Young - 1
Patricia Pettress - 2
Mrs. Armstrong - 1
Joy Reliford - 1
Michael Thomas - 1
All of them - 12

Medical Doctors

I can't remember the name of the man who spoke at the closing of the conference, but he was wonderful

The lady from Dallas

The last one

More great speakers - 2

The last man that spoke, I've forgotten his name

Sports consultants, political business consultants

Lawyer, judges, sports players

f. Other comments:

This really did help me decide on many things and would like to say Thank You!

Dr. Thomas was just great! His speech was very well spoken

It was the best thing I ever been to

It was very nice and I really enjoyed the lady from
Dallas and the last man
It was really great and so was the speakers, consultants,
etc. I must admit it was perfect
I enjoyed Drs. Thomas and Jefferson
Dr. Thomas was beautiful
I feel that the conference was very nice
It was very interesting listening to Dr. Thomas
I would like to come to other workshops
I've really enjoyed this beautiful workshop
Because of the thing that the people of Wayne State had
for us to do--it was very nice
The people you had for us was very nice, I like all of it
I think it was really a beautiful experience
Human sexuality conferences and state conferences
Because it was very helpful and I really thought about it
I think the program was very nice, especially Dr. Thomas
There should be more out of town guests that leave an
impression of our loves as Arthur Thomas did
There should be more workshops on Saturday
There should be more workshops on Saturday to keep the
youth out of trouble. They will have something to look
forward to
I would like to come to a workshop conference again,
because they are telling me these things for my good,
and I appreciate it

This conference was exciting, fun, and there were many friendly people here

I would really enjoyed hearing more of Dr. Arthur Thomas

I was very pleased with the conference and hope to see more of it, also Dr. Arthur Thomas was very helpful

It was alright, I enjoyed it and it was too long

Invite Dr. Thomas to all of your conferences

I love the conferences and the things they gave out and I like to come back

The conferences was very very nice and I'd like to come again and I enjoyed myself and I liked the people

More T.V. Shows the conference was great and I enjoyed it

I thought the conference was really nice and the last speaker

I think that this conference was very interesting

A lot of us asked for How To Get A Job workshop, instead we got a workshop about engineer

It was very interesting and I enjoyed myself with what was happening

For future conferences have the things that are good and exciting

It was convenient, and I would like to come back again

I'll be looking for many more

I had a lot of fun, I would love to come every Saturday if possible, count me in

The best part of the conference was Mr. Arthur Thomas, he lifted my hopes and opened my eyes to a new experience

I think it was worth staying for and being in, I really enjoyed it

I think that the speech from Dr. Arthur Thomas was very together and it should have touched many of us

I really enjoyed myself, especially when Dr. Thomas gave his speech

I really liked Dr. Thomas and I would like to see him again

It was great

It was great

It was great

I've enjoyed myself, but I wish that you could occupy just a little bit of more space (room) for the workshops

I loved it!!!

I enjoyed everything about this conference because it was really helpful

I enjoyed the workshop very much, it was really helpful

Most informative and interesting

Dr. Thomas was great

Dr. Thomas was excellent. If there are any more conferences I would be very proud to see Dr. Thomas

Dr. Arthur Thomas was excellent. I enjoyed his speech.

I would like to see Dr. Thomas again

I enjoyed the conference and I was really interested in it. It has helped me a great deal

The workshop are very helpful, I was very interested in my career

It was great

We should have more workshops for young people

It was great

It was wonderful

Be careful and peaceful

I really enjoyed Arthur Thomas speech

The consultant wasn't very friendly everything else was fine

I enjoyed it

The consultants wasn't very friendly

I thought Mr. Thomas was a excellent speaker

In the future I hope that this conference will benefit many other students as it has benefitted me. The program was truly a experience

Dr. Thomas is one of the finest men I've ever heard

I feel I have learned a lot from the last speaker

Very good but talk too much

Great

They all was wonderful and the food too

I really enjoyed this workshop and I hope you have more

I think the conference was very beautiful and that there will be another one soon.

To have more workshops with much, much more of Arthur Thomas

Have a better lunch

For getting through to us youngsters, I would like to meet and talk to him personally. He was really outta sight maybe he can come to Remus Robinson someday

I would like for you to have another workshop so that I can come

I hope I get picked again not for the money, but for the experience

I hope I will be able to attend another workshop like this

I enjoyed myself, the conference was very helpful

The question was nice that they ask

I enjoy the conference and I think it will be very helpful

The question was nice that they ask

I enjoy the conference and I think it will be very helpful to me

I really enjoyed the conference and if I'm every invited to Wayne State University, I would really like to hear Dr. Thomas again

I enjoyed the conference I became aware of some of the procedures and steps you must take when planning to attend colleges

Only things I can say about this workshop that it was fun and I hope I could come here again

It was very nice

I think the doctor was great - Dr. Johnson

8. I am a:

Exhibitor - 5

Panelist - 1

Paraprofessional - 3

Parent - 3

School Administrator - 17

Students - 288

Teacher - 7

Workshop consultant - 3

Other (list) A.A.O. - 1

9. I'd like to suggest that the following be included in future workshops:

Criminal justice - 3

Nursing, Human Sexuality - 2

Manager - 2

Lawyer - 2

Job Training Workshop - 2

Grooming Careers - 2

Filmstrips and Movies - 1

Retarded Children Workshop - 1

Interviewing people - 1

Music - 1

Electrician - 1

Cosmetology - 1

Veterinarian - 1

Zoologist - 1

Better Food - 3

Attorneys - 1

Judges - 2

A star - 1

Medical workshop - 1

Aeronautics - 1

Local workers - 1

Modeling - 1

Workshops - 8

More communication - 2

Math workshops - 1

Arthur Thomas - 1

Dental - 1

Photography - 3

Modern dance - 2

More Saturday classes - 3

God - 1

Sport - 2

More speakers - 5

Secretarial - 2

Vocational classes - 1

Hygienist - 1

T.V. commercial

Swimming - 1

Family project - 1

Less time - 5

Politics - 1

Pediatrician - 2

More time and workshops - 2

More about engineering and other outstanding job opportunities

Leave it the way it was

A communication class where you can better yourself and your vocabulary, etc.

It was cool

Why 8th grade class cannot go on school trip??

The most important thing about the conference is that I enjoyed it

Military officer program, there aren't enough black admirals and generals

Everything was nice

More room for what we want

College workshop, To Get A Job, etc.

Some schools and more places

To me it was just right

I don't know because it seems to me that everything was just fin

To include everything that was included in this workshop

Community Involvement

The Detroit Urban Career Education Project implemented a high level of community involvement.

The Parent Advisory Board was established during the first month of the 1977-78 school year. The Advisory Board was an important element of community involvement. Five members were parents identified from suggestions received from the two decentralized regions (1 and 8) in which the Project is located. The sixth member was a city-wide representative who completed the Advisory Board membership which served as a forum for community input and participation.

Community involvement was highlighted by several major activities:

I. "Focus on Careers This Christmas" at the Career Education Project Christmas Fair.

The Christmas Fair highlighted the productive use of leisure time. A full complement of the school-community population participated: community persons, students, paraprofessionals, teachers, and administrative personnel.

Exhibits were solicited that dealt with leisure time activities and hobbies. Games were run which dealt with career themes and gifts were given to all.

Local businesses supported our efforts with donations of refreshments, gifts, services, and publicity:

1) Brown's Stems and Blooms Florist
2) Burger King

3) Chatham Food Center

4) "Classic Mixture" Dance Company

5) Detroit Council of the Arts

6) Faygo Beverages, Inc.

7) Great Scott Supermarket

8) Hostess Cakes

9) J.L. Hudson Company

10) McDonald's Corporation

11) WGPR-TV Channel 62

Parents and community persons were involved in every level of this activity. The Fair was a tremendous success even though a severe snow storm postponed the event for one week.

II. "Career Education Zeroes in on Special Needs in our Community"

The Special Needs Conference was held in the cafetorium of the Remus Robinson Middle School to address special parental needs. Parents of all the target schools participated. Information gathered from the United Community Services of Metropolitan Detroit (a Torch Drive Agency) was used in identifying conference exhibitors:

Acute Alcoholism Service Corporation
Barat Human Services
Black Applied Resources Center
Big Brothers-Big Sisters, Inc.
Butzel Family Center
Children's Museum

Community High School

Community Information Service of the United
Community Services of Metropolitan Detroit

Detroit Council of the PTA

Detroit Human Rights Department

Detroit Urban League

Family Service of Detroit and Wayne County

Greater Opportunities Industrialization Center of
Metropolitan Detroit

Lafayette Clinic

Planned Parenthood League, Inc.

Sickle Cell Detection and Information Program

Special Education Department - Detroit Public Schools

Travelers Aid Society of Detroit

United Community Services of Metropolitan Detroit

Urban Adult Education Institute

Wayne County Department of Social Services

Each representative spoke briefly to the entire group and gave individual attention to parents at their organization's table which had an abundance of literature to be shared.

Several written and pictorial items were produced during the school year to increase Project awareness to the community. First, a brochure which illustrated the Project goals, staff functions, target schools, and other details was distributed. Second, two student newsletters were printed which served as a forum for student views and activities. Third, a Project newsletter which focused on the activities of our staff and target school staff was distributed.

A community survey form was developed to notify parents of our Project's existence and to solicit parents to serve as speakers/role models to the students at their child's school. The response to this effort was very light. It is felt that a number of factors contributed to this low level response. First, a large urban district has a multitude of forms which must be filled out and the Project may have fallen victim to negative reaction to what may have been viewed as "just another form." We were in the first year of implementation and were in the process of establishing the Project's creditibility and visibility. Second, our target school staff was being exposed to the concept of career education which was new to most of them. It may have been difficult to deal with this new knowledge and activity demand, regular curriculum needs and then this additional form. Third, the Detroit Board of Education mandated a new prescriptive reading program which further clouded the teaching atmosphere.

It is felt that this community survey form will be better received in the future as the familiarity with the Project, career education concepts, and infusion techniques increases.

A special needs form was distributed to the target schools to address any deprivation needs of this population. It was found that many of the needs were already being addressed by other school departments. The special needs form were useful in compiling statistics relative to actual activities directed toward non-academic needs.

There were some problems encountered in using this form. School administrators expressed concerns as to how the information was to be used and to whom it was to be given. Giving information about students is an extremely delicate matter in the school system. Further, the addition of another form was not well received. It appears that in this matter, as well as in the community survey that "forms to fill out" is not welcomed by the schools. Perhaps, telephoning, on foot canvassing or speaking at a PTA meeting or parent-teacher conference would have better results.

In addition, better results will probably be received later as the Project continues to establish itself as a serious effort before the eyes of an already well studied and "over experimented with" school system.

Communication to the community was further broadened by visits to each school to speak with staff and community persons. The Career Education Project has been able to maintain community involvement which was generally successful and enthusiastically endorsed.

Training - Community

The Detroit Urban Career Education Project implemented a four phase community training program.

Phase 1 began in October, 1977 for fifteen parent participants who attended three hour Parent Effectiveness Training sessions which were held on four consecutive Saturdays. Attached is a copy of the parents' comments relative to this phase.

Phase 2 consisted of a set of ten workshops, five for each of the two target regions. Thirty persons participated in these after-school workshops which lasted two hours. On alternating Wednesdays, fifteen parents from Region 1 and Region 8 attended a series of five workshops. Subjects covered were: career awareness, the world of work, vocational programs offered in the Detroit Public Schools, teaching your child at home, values clarification, helping the learning process for the culturally different child, reading skills for the student, sibling rivalry, listening to your child, active listening skills, and parent-child conflict.

Phase 3 was a duplication of Phase 2 activities with another group of thirty parents.

Phase 4 is an ongoing policy of inviting parents to attend all the teacher inservices and Saturday workshops (details elsewhere in Inservice Training discussion of the Final Report). Involvement in all levels of inservice increased parent feelings of involvement and helped bridge the teacher-parent communication gap.

Career Education Parent Participation

The Parent Advisory Board for the Career Education Project met at least one time each month for the 1977-78 school year.

Parents participated in all phases of the Project operation.

We helped plan, decorate, and run the games for the Christmas Fair, "Focus On Careers This Christmas."

At the Special Needs Conference, we gathered information from more than 20 different sources. There was representation from social, health, educational, and cultural organizations. The conference was held at the Remus Robinson Middle School. It was open to students, parents, community, and staff.

The Career Information Conference held May 13, 1978 at Wayne State University was a success. Over 600 middle and high school students, teachers, parents, and Parent Advisory Board members from Regions 1 and 8 were in attendance.

Parent workshops were held in school libraries on Wednesday afternoons. Parenting skills, sensitivity, reading, and math, as well as awareness were some of the subjects covered by the consultants at the Wednesday meetings. The interesting presentations were always over before the parents were ready for them to end.

Parents were invited to participate in the Staff Development sessions held on Saturdays for the principals and teachers.

Speakers from different areas of the country brought another level of understanding to parent participants.

Content workshops held on Monday afternoons for teachers were attended by parents and Parent Advisory Board members.

These sessions were held to show teachers how to blend career education concepts and thinking into everyday work. Parents were reminded that career education does not begin in the last years of high school, but at conception.

We feel that the Detroit Career Education Project involved parents in very meaningful work in all areas of the program's implementation.

Written by: Brenda Canty
Parent Advisory Committee
Chairperson

CAREER EDUCATION COORDINATORS
FINAL REPORT

INTRODUCTION

I. The Detroit Urban Career Education Project began its 1977-78 school year with nine coordinators. There were two high school coordinators, two middle school coordinators, three elementary school coordinators (one of whom was the Resource Center coordinator), a business coordinator, and a community coordinator.

II. Each high school coordinator serviced one school, each middle school coordinator serviced two schools, two elementary school coordinators serviced three schools, and one elementary school coordinator serviced one school in addition to coordinating the Resource Center.

III. The following categories give evidence of the role performed by the school coordinators: 1) student related activities, 2) resources furnished, 3) activities with staff, 4) administrative involvement, 5) community involvement, 6) business involvement, 7) seminars, workshops, and site visitations, 8) research, 9) problems and solutions, and 10) suggestions and recommendations. Each category is discussed in detail.

IV. The coordinators were the essential transmitters of career education concepts and their professional involvement did much to pave the way for the school/community acceptance which occurred.

I. Student Related Activities

The career education coordinators were involved in many student related activities which infused career education concepts. The coordinators served as facilitators for the implementation of the infusion process in the project schools, grades K-12. Emphasis on student related activities included an array of experiences not only in the classroom but throughout the total community.

Coordinators took an active role in arranging site visitations for classes within the city and throughout the state. Pre-trip details and pertinent information were provided for teachers and students.

Much time and effort was devoted to classroom visits. These visits focused on demonstrating the infused lesson; exposing students to their responsibilities as future employees in the world of work, emphasizing the employability skills, securing information for school newspapers and the Project Student Newsletter; taking photographs; sharing bulletin board ideas; soliciting role models for class interviews; and the sharing and distributing of occupational and post-educational materials with students.

Many school-wide activities were maintained to increase the level of student participation and to promote the infusion thrust throughout the total curriculum of the school. There were career education clubs, enrichment clubs, career weeks, career bazaars, neighborhood career parades, creative writing contests, career assemblies, problem solving student workshops, as well as participation in ongoing school assemblies and events. Certificates of achievement were often given to students in recognition of participation.

The Project sponsored two major activities for the students. One was the "Christmas Fair" titled: "Focus On Careers This Christmas," which drew more than 500 students and parents. The coordinators were instrumental in identifying students to participate and to contribute exhibits.

The second major student related activity was a "Career Information Conference", where again more than 600 students were invited to participate. The coordinators identified participants, exhibitors, made travel arrangements, and performed other duties essential to the success of the affair. Both activities were extremely successful and fostered a greater acceptance of our efforts, made the total Detroit community aware of the significance of the Project and its educational benefits.

II. Resources Furnished

Coordinators provided resources which facilitated classroom infusion of career education concepts. One classification of resources was materials. This rainbow of career education materials included filmstrips, bulletin board suggestions, lesson plans, modules/information from other school systems, job applications and other job related forms, books/articles, and field trip suggestions. Coordinators were always receptive to any specific materials request that was made.

Further, the Project's Resource Center was a focal point of acquiring career related materials. Coordinators also provided materials to teachers who were infusing career education concepts into workshops in which they served as consultants.

Another classification of resources was that of services. Coordinators were available to demonstrate lessons, arrange workshops for staff, parents, and paraprofessionals, and to arrange for classroom speakers. Reviewing of incoming materials and ordering of career related materials were additional services rendered by the coordinators.

III. Activities With Staff

Activities with staff was an area of high priority. Coordinators were extremely active in facilitating the implementation of the infusion of career education activities. Coordinators were active in promoting the Project inservice program. Their input in maintaining a link in the communication chain was invaluable. The weekly career education steering committee meeting was a forum whereby much information dissemination and staff development occurred.

Demonstrating infusion techniques/lessons, bulletin board ideas, and films/filmstrips were among the activities held with the staff. Career resource centers were established in several schools and teacher site visitations were additional services provided to the staff.

Coordinators' efforts with staff were essential in the success of the Christmas Career Fair and the Carer Information Conference. They identified participants and extended themselves to various needs such as: gathering needed information supplies and providing transportation details.

Coordinators met with intraschool departments, interest groups, existing committees, target school staff meetings, and had individual meetings with teachers to address specific concerns. Further, career related workshops were also provided in the Project Schools with the coordinators serving as directors.

The visibility and active involvement of the coordinators has developed a growing group of supporters.

IV. Administrative Involvement

Administrative involvement was essential for the implementation of the Project objectives. Each coordinator met weekly with the administrator of each school to keep the communication channel open. Many concerns were addressed before they could develop into serious road-blocks to program implementation.

Project-wide administrator meetings were held monthly to maintain informed, supportive leadership. The administrators were an essential advocate of our Project's goals. They handled modifications of schedules for student and staff testing and other needs during the school year. They graciously offered their buildings as meeting sites whenever needed.

A firm base for expansion of the Project's influence is due to the structure established by the coordinators. Coordinator sensitivity to administrative procedure and the ability to function within the school's operating framework has strengthened administrative support.

V. Community Involvement

Community involvement was primarily concerned with parent participation in terms of support, publicity, and training. Coordinator efforts included community involvement at all levels. Coordinators attended Parent Advisory Meetings and were active in local school community groups such as the Parent Teacher Association and School Community Councils. These meetings provided communication to the community regarding the status of the Project.

The identification of parent participants in the Parent Training Workshops was handled by the coordinators. Coordinators attended Parent Training Workshops and served as consultants for several sessions. Local school workshops for parents and paraprofessionals were provided by the coordinators.

The Project sponsored a "Special Needs Conference" which addressed resources available in the community to manage special needs. Parents from the target schools heard and spoke with representatives from social service and community based organizations as well as received literature concerning services available.

Coordinators' mobilization of efforts for Christmas Fair (discussed in III. Activities With Staff) and Career Information Conference (discussed in VI. Business Involvement) contributed to the high level of community involvement.

The coordinators' presence was also felt in such community arteries as the United Community Services Youth Unemployment Task Force, City Wide School Community Relations Council, Community Liaison Subcommittee and various other community oriented groups.

VI. Business Involvement

Coordinators were instrumental in the initiation and maintenance of school and business interaction. They constantly contacted businesses to obtain brochures, pamphlets, and other career related information.

The coordinator's effort was also clearly shown in the Christmas Fair. The coordinators were able to identify donations to be used at the Fair as well as several business participants. Business site visitation information and business speakers were made available by the coordinators.

The coordinators worked closely with the Business/Education Alliance of the Greater Detroit Chamber of Commerce to identify business resources. Membership in the Career Education Planning District #41 was another evidence of coordinator involvement which maintained business linkages and exposure of the Project objectives. Coordinator efforts have increased the usage of business resources in the target schools.

VII. Seminars, Workshops, and Site Visitations

Coordinators were extremely eager to maintain and improve their professional knowledge. Site visitations included as a developmental activity were: Louisville, Kentucky Career Education

Program, Greater Opportunities Industrialization Center, Southeast Oakland Vocational Center, Better Business Bureau, Budd Company, Arthur Young Associates, Cadillac Motor Company, etc. to mention a few.

State and county sponsored seminars, workshops, and conferences were among the professional activities in which the coordinators participated. Some of them were: Directory of Occupational Titles and Employability Skills workshops sponsored by the Michigan Employment Security Commission, the Michigan Occupational Information System workshop, Wayne County Office of Manpower Youth Employment Conference, and the Michigan Compensatory Education Conference.

Coordinators' participation in all Project inservice training (noted in the Training Section of this Final Report) as well as in various target school inservices provided a wealth of knowledge which was made available to the target school population.

VIII. Research

Coordinators were constantly searching for information which would facilitate the implementation of the Project goals. "The Professional Resources Planning Sessions" was one method of coordinating career education research. The Project staff used these sessions to make practical applications for the use of information from other Career Education Projects (Louisville, Kentucky; Pontiac, Michigan; and Oklahoma); coordinator research/ reading of publications and materials related to career education and the vast resources offered by the Wayne County Intermediate School District.

Additionally, previewing of career education materials before purchase and the introduction of proposal writing skills were other activities which enhanced coordinator knowledge.

IX. Problems and Solutions

The coordinators have been aware of problem-producing situations during the Project implementation period. Coordinators have observed that some administrators were more committed to the Project than were others. Administrative support is essential for the Project's success. Coordinators have provided a steady flow of communication to the administrators. The coordinators related to administrators their assistance to teachers and students, and gradually obtained more support from the administrators.

Administrative red tape is omni-present. Many items had to be approved by the administrator and/or parent-community groups before being allowed to be disseminated. Coordinators, therefore, planned far in advance in order to get the optimum response to Project concerns.

Some teachers did not feel as comfortable as others did with career education concepts. Some felt that career education was an addition to their school programs rather than concepts to be infused into the curriculum. Coordinators provided demonstration lessons, activities, individual conferences, and other resources which increased teacher support. The Project did develop a stable core of teachers who assisted in influencing their peers in supporting the Project.

Meeting at lunch time, during teacher preparation periods, or after school, as well as judicious usage of memoranda were options utilized to adjust to the scheduling of times for teachers to write the deliverables.

Coordinators were sensitive to teacher concerns pertaining to the addition of the Career Education Project to an already excessive number of programs to which they must respond. The demonstration of the infusion of career education concepts into the already existing curriculum and its tremendous benefits toward preparing our youth for the future, have had a positive effect toward obtaining teacher support.

X. Suggestions and/or Recommendations

The coordinators were able to make several recommendations to promote the Project's objectives. The maintenance of high staff morale was a tremendous asset. It is remarkable what a friendly smile, cheerful greeting, and pleasant disposition will do to promote staff support.

The coordinators' attitudes have always been one of a facilitator as opposed to an authoritarian. Coordinators have discerned that time used in communication with administration, staff, and community is well spent.

Certificates of achievement, trophies, and letters of commendation are favorably received by staff, community, and students. Being sensitive to individual needs and aware of a person's job demands have greatly increased the rapport between teachers and coordinators.

Target school teachers are quite effective as workshop leaders. In addition to lessening the obligations of the Project staff, it reinforced teacher support. Classroom teachers need tangible materials or hints and not idealistic philosophy, therefore, coordinators always offered new information or activities which could be readily used in the classroom. Further, meetings should be as brief as possible, as well as have some clearly defined purposes.

In summary, coordinator behavior was always very professional and task oriented in order to maximize implementation of the Project's objectives.

SPEAKERS PANEL FORMS

Detroit Schools Speakers Panel
Career Education Project Resource Center
George School
4110 Russell Street
Detroit, Michigan 48207
Phone: 831-3126 or 831-1870

SPEAKER INFORMATION

Name ____

Job Title ____

Organization _______________________________________

Address ____

City ____________________ State __________ Zip __________

Business Phone _____________________________________

How many times per year will you be able to speak? ______________

Do you have preferred dates and times? ______________________

____

About which jobs, careers, or industries can you speak? __________

____

On what other topics can you speak? _________________________

____

Comments ____

____

859

Detroit Schools Speakers Panel
Career Education Project Resource Center
George School
4110 Russell Street
Detroit, Michigan 48207
Phone: 831-3126 or 831-1870

Dear Participant,

You are a confirmed member of the Detroit Schools Speakers Panel.

You will be contacted as needs arise for you to share your specialties.

Thank you for demonstrating your commitment to the education of our young people.

If you have any questions or changes on your SPEAKER INFORMATION form, please contact Bill Batchelor, Career Education Project Business Coordinator.

Sincerely,

Career Education Project

Detroit Schools Speakers Panel
Career Education Project Resource Center
George School
4110 Russell Street
Detroit, Michigan 48207
Phone: 831-3126 or 831-1870

SPEAKER CONFIRMATION INFORMATION

Speaker____________________

School____________________

Address____________________
(Directions enclosed)

Administrator____________________

Teacher____________________

Grade/Subject____________________

Number of students____________________

Occupation/Topic____________________
(SUGGESTIONS FOR SPEAKERS enclosed)

Date____________________

Time____________________

SP-J-1

SCHOOL DIRECTIONS

Campbell Elementary School (832-7477)
2301 E. Alexandrine (48207)
betw. Chene and St. Aubin
---Ford Exp. east to St. Aubin exit, then south on St. Aubin to 4100 (Alexandrine.
---Ford Exp. west to Chene exit, then south on Chene to 4100 (Alexandrine).

Foch Middle School (822-0450)
2962 Fairview (48214)
betw. Charlevoix and Goethe
---Ford Exp. east to French Rd. exit, then south (on French Rd.) to 3700, then east (on Mack) to 11000, then south (on Fairview) to school.

George Elementary School (832-4960)
4110 Russell (48207)
betw. Alexandrine and Superior
---Woodward to 4400, then east (on Canfield) to 1400, then south (on Russell) 2 blocks to school.

Keating Elementary School (822-7075)
797 Dickerson (48215)
betw. Jefferson E. and Freud
---E. Jefferson to 13000, then south (on Dickerson) 1 block to school.

Knudsen Middle School (921-2577)
2600 Leland (48207)
betw. Chene and Grandy
---Ford Exp. east to St. Aubin-DuBois exit, then 1 block to Chene, south on Chene.
---Ford Exp. west to Chene exit, south on Chene.

Lillibridge Elementary School (822-6865)
11131 Kercheval (48214)
betw. Lillibridge and Beniteau
---E. Jefferson to 1110C, then north (on Lillibridge) to school.

Northeastern High School (925-6607)
4830 Grandy (48207)
betw. Hancock and E. Warren
---Warren to 2800, then south (on Grandy) ½ block.
---Forest to 2800, then north (on Grandy) 1½ blocks.

Remus Robinson Middle School (331-2550)
13000 Avondale (48215)
betw. Dickerson and Lennox
---Ford Exp. to Conner exit, south on Conner to Essex, then east to school.

Scripps Elementary School (822-4015)
2100 Hurlbut (48214)
at Kercheval
---Jefferson to 10201, then north (on Hurlbut).

Southeastern High School (822-6547)
3030 Fairview (48214)
betw. Charlevoix and Goethe
---Ford Exp. to Conner exit, then south (on Conner) to 3600, then west (on Mack) to 11000, then south (on Fairview) to school.

Spain Middle School (833-6800)
3700 Beaubien (48201)
betw. Mack and E. Alexandrine
---Ford Exp. to Chrysler exit, south on Chrysler to Mack, north on Beaubien to school.

Stark Elementary School (823-6615)
12611 Avondale (48215)
betw. Conner and Kitchner
---Ford Exp. to Conner exit, south on Conner to Avondale, then east to school.

Williams Elementary School (921-0354)
3700 Garfield (48207)
betw. Mr. Elliott and Ellery
---Ford Exp. (east or west) to Mr. Elliott exit, then south (on Mr. Elliott) to 4600, then west (on Garfield) to school.

862.

Detroit Schools Speakers Panel
Career Education Project Resource Center
4110 Russell Street
Detroit, Michigan 48207
Phone: 831-3126 or 831-1870

SUGGESTIONS FOR SPEAKERS

1. Plan for about a 50 minute session. Approximately 15 to 20 minutes of this time can be used for formal presentation. The remainder of the time can be used for discussion with the students as well as for answering their questions.
2. Bring a card with useful information on it about yourself that can be used by the teacher as part of the introduction of you to the class.
3. What does your organization do?
4. What does your unit within the organization do?
5. What kind of work do you do?
6. What experiences, education, et cetera qualified you for your present position?
7. What kinds of problems did you have to contend with before and after you obtained your job? (social, technical, discriminatory, et cetera)
8. How does your job affect the way you live?
9. For what does your job qualify you in the future?
10. What suggestions do you have for students who wish to qualify themselves for this position or for your organization?
11. To what other considerations should a student address himself/herself? (communication skills, grooming, self-discipline, ability to work in a group, et cetera)
12. Include information about your background.
13. Whenever possible, bring concrete things that you use at work such as equipment, materials, special clothing, projects, or products so that students may more clearly understand your occupation/topic.

SUGGESTED STUDENT QUESTIONS FOR SPEAKERS

AS RELATED TO STUDENT OBJECTIVES

S1: Students will demonstrate ability to recognize similarities and differences between his/her physical, intellectual and emotional characteristics and those of others.

a. Does this occupation have any special physical requirements? (Weight, height, et cetera)
b. How subject to emotional stress is this job?
c. How do you express anger or disagreement with work policies with fellow workers, supervisors, and others?
d. Are the job requirements the same for males and females?

S2: Students will have established personal goals related to their self development.

a. Do I have to know now exactly what I want to become or that I want to work in this occupation?
b. What might help me determine whether or not I really want to work in this occupation?
c. Does this occupation allow me to include my own ideas and attitudes?

S3: Students will demonstrate an understanding of individual and group aspects of behavior.

a. How much racism and sexism have you experienced as you do your job?
b. How do you handle the racism and sexism that you experience as you do your job?
c. Does your age or the age of other workers affect how well you do your job?
d. How were you treated by other people on the job when you began any jobs that you have had?
e. Are you dependent on others to perform your job? If so, in what ways?
f. Are others dependent on you to perform their jobs?.If so, in what ways?

S4: Students will demonstrate the ability to initiate and maintain interpersonal relationships.

a. Is meeting different people a part of this career?
b. Do you have to be able to get along well with other people to perform this job?
c. Does your ability to get along and work with others as well as your job competence affect advancement in this career? Explain.

S5: Students will be able to recognize the variety of types and sources of education and training within the community and outside the community.

a. Is college necessary?
b. Is special training needed after high school to enter into this career?
c. If special training is needed, what kind? how long? where? cost? ways of financing training? ways of financing living expenses while training?
d. What [illegible] both locally and nationally regarding career preparation for this job?

S6: Students will have demonstrated the acquisition of information about different occupations.

a. What is your typical day like?
b. Is special clothing or a uniform required?
c. What other jobs might lead to one's getting this job?
d. What other occupations does your job affect?
e. To what other jobs is yours similar?
f. What other occupations are in the same career cluster as yours?
g. What skills do you use in this occupation that could be used in other occupations? Explain.
h. What other occupations does your organization employ?

S7: Students will demonstrate the ability to identify factors that influence decision making relative to specific career goals.

a. What is the short and long range job market prospects for this occupation?
b. What is the financial range for this occupation? (Entry level and long range)
c. Does this occupation include a possibility of being seriously hurt or handicapped?
d. If hurt or handicapped, what resources are available to you?
e. What are the usual work days and times for this occupation?
f. How much, if any, overtime is involved in this occupation?
g. Does this job require travel?
h. In what ways are you trained on the job?
i. What out of school experiences increased the skills you use in this occupation?

S8: Students will identify and evaluate career options in terms of a self assessment.

a. Are there times now or were there times when you wanted to change from this occupation?
b. What things make you now or made you then continue working on this job?
c. What are other occupational choices related to your career available if I don't meet the requirements for this occupation or if I am not interested in this particular occupation?
d. What special demands on the individual does this job require? (Personality, leadership, et cetera)

S9: Students will be able to identify family, occupational and citizen options in terms of self assessment.

a. How does this occupation affect your relationship with your family? (Available time, vacation, overtime, et cetera)
b. Are there pressures within this occupation or organization for its people to be married?
c. Does this occupation or organization prefer its people not to be politically active?

S10: Students will have participated in career planning.

a. How soon do I have to start planning to work in your occupation?
b. Who has career planning information pertaining to this occupation?
c. What special factors should I consider in choosing this career?
d. Does your organization allow guided tours of its operations?

S11: Students will identify information and skills necessary to gain further education or training toward achieving career goals.

a. What other experiences would help me benefit most from the available training and education for this career?
b. What are some subjects I should take related to this field?
c. In which job(s) can I enter this career field after high school?
d. What else do you wish you had done to increase your job success? (Experiences, education, training, relocation, et cetera)

S12: Students will identify resources necessary in the implementation of career goals.

a. Where can further information be obtained about this career? (People, organizations, clubs, et cetera)
b. What are the closest available places or people who can offer information or training related to this career?
c. What other things might I do to increase my awareness of what this occupation involves?

S13: Students will identify the factors which will influence the attainment of career goals.

a. What particular factors positively and negatively affect your job?
b. In what ways can I advance myself on this job?
c. How quickly does advancement come in this occupation?
d. Would the factor of where I live affect my choosing this occupation?
e. What things caused you to be in your present occupation?
f. What kind of high school record is required for this job or its entry level position?
g. Are reading and communication skills as well as an ability to follow directions important in this occupation?
h. How much and what kind of pressures (racist, sexist, job demands, et cetera) affect your occupation?
i. What types of experiences other than educational and training are necessary or helpful in getting this job?
j. Is more education or training required after you get this job?
k. Does your organization reward extra education or training?

S14: Students will identify those factors which will cause the student to change career goals.

a. Is this the same job in which you started out? Why did or why didn't you change?
b. How many times have you changed careers or jobs and why?
c. What things have caused people to change from this career?
d. How many people change from this career?
e. How long does one usually hold this job before changing from it?
f. To what other jobs might one go after leaving this one?
g. What are the consequences (positive and negative) of changing from this occupation?
h. What careers would probably be available if I should choose this occupation and then decide to leave it?
i. How can I best prepare myself, educationally and otherwise, so as to have flexible career choice alternatives?
j. Is this the only job for which you are qualified? Explain.

S15: Students will know the major concepts of the career education model.

a. Is there allowance on this job for self motivated activities?
b. Does this occupation give you feelings of being involved in a fulfilling, meaningful purpose in life?
c. How does this occupation contribute toward improving society?
d. Does your job offer guidance in adjusting a person for other careers or for other jobs within its organization?
e. Have you felt that you have had the most decisive input into making your career choice(s)? Explain.
f. What can I do to become a more decisive person in selecting this or other careers?
g. Does this career offer ways in which I can grow and develop insights into different interests or jobs?

Please return to:

Detroit Schools Speakers Panel
Career Education Project Resource Center
George School
4110 Russell Street
Detroit, Michigan 48207
Phone: 831-3126 or 831-1870

SPEAKER EVALUATION OF SELF

Circle your response. 5 is the highest.

1. Did you find this experience valuable to you?

1 2 3 4 5

Comment: ______________________________

____

____

2. Do you think that the students found this experience to be valuable to them?

1 2 3 4 5

Comment: ______________________________

____

____

3. Other comments: ______________________________

____

____

SP-N-1

863

Detroit Schools Speakers Panel
Career Education Project Resource Center
George School
4110 Russell Street
Detroit, Michigan 48207
Phone: 831-3126 or 831-1370

Dear ____________________,

The Career Education Project would like to express deep appreciation in regards to your serving as a speaker to a group of students at the ________________________________
School on ______________________________.

We hope that your experience was so rewarding that you will consider it an activity in which you would want to participate again.

Sincerely,

William N. Batchelor
Business Coordinator
Career Education Project

WNB/mv

TARGET SCHOOL
SPEAKERS PANEL FORMS

Detroit Schools Speakers Panel
Career Education Project Resource Center
George School
Phone: 831-3126 or 831-1870

SPEAKERS INVENTORY

November 1977

Speakers are available from the following occupational clusters:

- BUSINESS AND OFFICE
- CONSTRUCTION
- ENVIRONMENT
- HEALTH
- MANUFACTURING
- MARKETING AND DISTRIBUTION

Speakers are available on the following topics:

- ARCHITECTURE
- ATHLETICS
- AUTOMOBILE INDUSTRY
- BANKING
- BLUE CROSS/BLUE SHIELD MARKETING PROGRAM
- BUSINESS RELATIONS
- CAREER PLANNING
- CITIZENSHIP
- CLERICAL
- COLLEGE EDUCATION FINANCING
- COMPUTER INDUSTRY
- CONSTRUCTION
- COOPERATIVE ED. OPPORTUNITIES
- ENGINEERING
- FINANCE
- GOVERNMENT CAREERS
- GOVERNMENT RELATIONS
- HEALTH, PREVENTATIVE
- INSURANCE
- MANAGEMENT
- MEDICINE
- PUBLIC RELATIONS
- READING
- SCIENTISTS
- SELF AWARENESS/SELF MOTIVATION
- SPORTS
- TAX PLANNING
- UNION ACTIVITIES
- URBAN AFFAIRS

Detroit Schools Speakers Panel
Career Education Project Resource Center
George School
Phone: 831-3126 or 831-1870

SPEAKER REQUEST

(Complete in TRIPLICATE. Send original and copy one. Keep last copy.)

Teacher____________________

School____________________

Date____________________

Grade/Subject____________________

Number of students____________________

School Address____________________

School Phone____________________

Occupation/Topic Requested (1)____________________

(2)____________________

(3)____________________

Preferred Date/Time (1)____________________

(2)____________________

(3)____________________

Special Qualifications: ____________________

____

____

- -

OFFICE USE ONLY:

Request Code____________

Received____________

Action Taken:

Detroit Schools Speakers Panel
Career Education Project Resource Center
George School
Phone: 831-3126 or 831-1870

SPEAKER REQUEST: ACTION TAKEN

Teacher____

School____

Date____

Request Code____________________________________

Occupation/Topic Confirmed________________________

(a) Verify information listed on TEACHER CONFIRMATION INFORMATION form.

(b) Contact the Resource Center immediately if any changes should occur.

(c) We are not able to fill the request of ____________________

for ____

____

(d) There are no speakers available on your listed occupations/topics.

(e) Submit another SPEAKER REQUEST form for other occupations/topics.

(f) We are unable to confirm any of your listed dates.

(g) We are unable to confirm any of your listed times.

(h) The date ____________________ at ________ can be processed
for the following occupation/topic:________________________.

(i) Fill out another SPEAKER REQUEST form which reflects the information listed in (h) and submit immediately.

(j) In completing (i) write REQUEST CODE __________ across top of SPEAKER REQUEST form.

(k) Fill out and sumbit another SPEAKER REQUEST form with additional dates and times.

(l) Other remarks:____

____

____

Detroit Schools Speakers Panel
Career Education Project Resource Center
George School
Phone: 831-3126 or 831-1870

TEACHER CONFIRMATION INFORMATION

Teacher____

School____

Request Code____________________________________

Speaker____

Job Title_______________________________________

Organization____________________________________

Address____

Date____

Time____

Other____

____

DO BEFORE SPEAKER'S VISIT:

1. Arrange for a person from your school (administrator, secretary, janitor, parent, paraprofessional, teacher, et cetera) to serve as a speaker for your class.
2. Possible questions or concerns to be expressed to the speaker should be discussed with students. SUGGESTED STUDENT QUESTIONS FOR SPEAKERS AS RELATED TO STUDENT OBJECTIVES can be used as a resource.

SUGGESTED ACTIVITIES TO DO AFTER A SPEAKER'S VISIT:

1. Write a thank you note to the speaker. THIS IS A MUST!
2. Fill out and return evaluation forms (teacher and student) no later than ONE DAY after the speaker's visit. PLEASE!
3. Have a class discussion to bring information into better perspective.
4. Record the information gained from the speaker's visit. e.g. experience chart, notebook, etc.
5. Look at skills presently being taught in all subject areas. What information gained from the speaker's visit can be integrated into the teaching of the skill.
6. Develop art projects. Using a media of art, illustrate the speaker doing his/her job.
7. Make a vocabulary list of new words gained from the visit.
8. Role play the speaker doing his/her job.
9. Do a bulletin board with information gained from the speaker.

SUGGESTED STUDENT QUESTIONS FOR SPEAKERS

AS RELATED TO STUDENT OBJECTIVES

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c. Does your ability to get along and work with others as well as your job competence affect advancement in this career? Explain.

S5: Students will be able to recognize the variety of types and sources of education and training within the community and outside the community.

a. Is college necessary?
b. Is special training needed after high school to enter into this career?
c. If special training is needed, what kind? how long? where? cost? ways of financing training? ways of financing living expenses while training?
d. What specific colleges, schools, or programs can you recommend both locally and nationally regarding career preparation for this job?

S6: Students will have demonstrated the acquisition of information about different occupations.

a. What is your typical day like?
b. [illegible] special clothing or a uniform required?
c. What other jobs might lead to one's getting this job?
d. What other occupations does your job affect?
e. To what other jobs is yours similar?
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h. What other occupations does your organization employ?

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d. What special demands on the individual does this job require? (Personality, leadership, et cetera)

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a. How soon do I have to start planning to work in your occupation?
b. Who has career planning information pertaining to this occupation?
c. What special factors should I consider in choosing this career?
d. Does your organization allow guided tours of its operations?

S11: Students will identify information and skills necessary to gain further education or training toward achieving career goals.

a. What other experiences would help me benefit most from the available training and education for this career?
b. What are some subjects I should take related to this field?
c. In which job(s) can I enter this career field after high school?
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h. How much and what kind of pressures (racist, sexist, job demands, et cetera) affect your occupation?
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- h. What careers would probably be available if I should choose this occupation and then decide to leave it?
- i. How can I best prepare myself, educationally and otherwise, so as to have flexible career choice alternatives?
- j. Is this the only job for which you are qualified? Explain.

S15: Students will know the major concepts of the career education model.

- a. Is there allowance on this job for self motivated activities?
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- c. How does this occupation contribute toward improving society?
- d. Does your job offer guidance in adjusting a person for other careers or for other jobs within its organization?
- e. Have you felt that you have had the most decisive input into making your career choice(s)? Explain.
- f. What can I do to become a more decisive person in selecting this or other careers?
- g. Does this career offer ways in which I can grow and develop insights into different interests or jobs?

SUBSECTION K

EXECUTIVE SUMMARY OF THE EVALUATOR'S REPORT

CAREER EDUCATION IN THE LARGE URBAN SETTING
DETROIT PUBLIC SCHOOLS
DETROIT, MICHIGAN

PREPARED BY

ALAN C. KLAAS, PH.D.
EVALUATION CONSULTANT

FUNDED BY

UNITED STATES OFFICE OF EDUCATION
OFFICE OF CAREER EDUCATION
WASHINGTON, D.C.

Introduction

Pursuant to the agreement between Dr. Alan C. Klaas and the Detroit Public Schools, this evaluation report is submitted for DHEW/Office of Education contract no. 300760411, Modification #2 - Phase II of a project entitled "Demonstrating Career Education in a Large Urban Setting". Any opinions and/or conclusions contained herein are those of the Evaluation Consultant and not necessarily those of the Detroit Public Schools

Process Evaluation Results

The criterion used to judge the levels of performance of project activities was based upon the number of activities prescribed per "week". In this evaluation a "week" includes only a five day school week. A "week" does not include those calender weeks in which vacations, snow days, semester change or testing took two or more days within that calander week. The total number of "weeks" was 24.

For Deliverable I - Career Infusion, 4,800 activities were expected. A total of 1,863 activities were reported. The total reported activities is large, but only averages to 0.78 activities per teacher per "week".

For Deliverable II - Career Counseling/Placement/Follow-up, 912 activities were expected. For one objective 128 were received, and for a second objective 15 were received. The counselors in the participating schools had very little reported activity within the career education project.

For Deliverable III - Community Involvement (Business), 36 activities were expected on each of four objectives. An average of 46 activities (49, 48, 35, and 52) were reported. The performance on this deliverable was of high frequency and high quality.

For Deliverable IV - Deprivation Needs, 48 activities were expected and 7 were reported. The community coordinator had resigned during January. Not much activity was reported on this deliverable.

For Deliverable V - Parent Training and Involvment, 36 activities were expected on each of two objectives. One objective had 0 activities and the other had 14 activities. Again, this deliverable was to be the responsibility of the community coordinator. Little was reported on Deliverable V.

For Deliverable VI - Staff Training, the sessions were to be provided as needed. A total of 50 sessions were provided on one objective and 39 on the second objective. No sessions were requested to train administrators (Objective 3) and none were provided. The frequency of this deliverable was meet.

For Deliverable VII - Involvement of Principals, no criterion had been established. A total of 21 activities (17 and 2) were provided for principals. The principal cooperation has high throughout the project. The conclusion is that this deliverable was satisfied.

For Deliverable VIII - Reducation of Race and Sex Stereotyping, only 3 reports of acquiring materials were received. If the indicated material exist in volume than the deliverable was not met.

Product Evaluation Results

Objective S1 - Recognizing Similiarities and Differences concluded that the project students were about the same as the control students.

Objective S2 - Establishing Goals concluded that the project students were about the same as the control students.

Objective S3 - Understanding Individual and Group Behavior concluded that the project students were about the same as the control students.

Objective S4 - Interpersonal relationships concluded that the project students were a bit better than the control students in scoring, but not enough to warrant a difference judgement firmly.

Objective S5 - Sources of Education and Training concluded that the project students were about the same as the control students.

Objective S6 - Occupational Information concluded that for the elementary grades the project students scored higher, but for the high school grades the project and control students were about the same.

Objective S7 - Decision Making Factors concluded that the project students were about the same or slightly worse than the control students.

Objective S8 - Self Assessment Career Options concluded that the project students were about the same as the control students.

Objective S9 - Life Roles found no instruments available.

Objective S10 - Participate in Career Planning concluded that the project students were about the same as the control students

Objective S11 - Gain Education or Training (Basic Skills) concluded that the project students were not helped in their basic skills scoring after seven months of career education exposure from 25% of their teachers.

Objective S12 - Resources to Implement Career Goals concluded that the project students were about the same as the control students.

Objective S13 - Goal Attainment Influencing Factors concluded that the project students were about the same as the control students.

Objective S14 - Goal Change Factors found no instruments available.

Objective E1 - Educator Knowledge of Career Education found a sharp increase in teacher knowledge of career education. This objective included all project school teachers, not just the teachers working in the project directly.

Student Comments Related to Career Education Program

As a result of asking a general (non-career education) question of the students to describe the "good things" about their school, over 175 (about 30%) of the questioned students made specific comments regarding various aspects of career education. The result indicates that the students were impacted by the project even though the scoring on the measurement instruments did not indicate differences from the control students.

General Project Conclusions

The project students did increase in scoring, but were about the same as the control students. Ths project and control student pretest scores also showed no differences. Of the resons for this equal increase in group scoring discussed, the accepted explanation is that the test administrators were more competent at their task for both project and control students.

The project teachers produced and implemented only about 0.78 activities per "week" in the 24 weeks of the process evaluation. This low level of activity is consistent with the lack of scoring differneces between project and control students.

The teachers resisted filling out the forms used to report career education activities. The forms were a simple process for planning a basically structured lesson.

Despite the low average per week level of activity production, the reporting of 1,863 implemented activities is not a number to be taken lightly. Perhaps an ERIC-type computerized terminal accessed summary of career education lessons would be a valuable tool for career education personnel nation-wide.

The project staff functioned in a highly professional and conscientious manner. They probably accomplished all that could be accomplished within the project situation.

The average scores on the teacher career education knowledge instrument increased dramatically. The testing included all teachers in the project schools.

Over 175 students specifically identified career education activities as a "good thing" about their school. This number is about 30% of all students who were administered the instrument.

Three general observations about career education are that; 1) the content of career education needs to be sequenced if impact is to be realized on career education or basic skills knowledge, 2) instrumentation in career education is in need of content sequencing information and the development of individualized measurement, and 3) infusion is a very slow process and not a quick implementation method.